DOCUMENT RESUME

ED 231 494 JC 830 347

AUTHOR Haase, M.; Caffrey, Patrick
TITLE Assessment Procedures, Fall 1982 & Spring 1983. Semi-Annual Research Report, Part I.
INSTITUTION Sacramento City Coll., Calif.
PUB DATE 12 Jul 83
NOTE 89p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Persistence; *Achievement Tests; Community Colleges; *Educational Diagnosis; English (Second Language); High School Students; Quantitative Tests; Reading Tests; Scores; *Student Characteristics; *Student Placement; *Testing Programs; Two Year Colleges; *Two Year College Students

ABSTRACT

This report provides an account of the activites of Sacramento City College's (SCC's) Assessment Center from November 1, 1982 to March 31, 1983; information regarding the competency levels of the SCC student population; statistical data on research activities; and information on the proposed expansion of assessment/placement services. Following a section tracing trends and priorities in assessment services at SCC, changes in the utilization of assessment instruments are noted and figures are given on the number of students assessed using individual instruments and the discipline areas served. Subsequent sections provide summary results of studies focusing on: (1) levels of competency; (2) level placement of assessed students; (3) profile of students taking the Stanford Test of Academic Skills; (4) attrition/retention of technology students; (5) an assessment outreach program at C.K. McClatchy Senior High School; (6) English 57 essay examinations; (7) reading and science test results for Biology 1A students; (8) placement criteria changes for the English Department; (9) analysis of mathematics assessment; (10) test scores of vocational nursing students; (11)a Test of Adult Basic Education survey; (12) Nelson and Nelson-Denny Reading Test Placement surveys; (13) English as a Second Language course placement; (14) Spanish Challenge research; and (25) student placement waivers. Appendices describe the assessment/placement process and discuss the need for expansion of diagnostic assessment. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Haase

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED231494

UC 830 347

Semi-Annual Research Report - Part I ASSESSMENT PROCEDURES Fall 1982 & Spring 1983

M. Haase and Patrick Caffrey

SACRAMENTO CITY COLLEGE
Assessment Center
July 12, 1983

MEMORANDUM

TO: Mr. Burris, Mr. Tucker, Mr. Nadler, Mr. Rodgers, & interested personnel

FROM: M. Haase and Patrick Caffrey

SUBJECT: Semi-Annual
Research Report - Part I
Assessment Procedures
Fall 1982 and Spring 1983

TABLE OF CONTENTS

		PAGE
I.	PURPOSE	
II.	ASSESSMENT CENTER: TRENDS AND PRIORITIES	2
III.	SCOPE OF SERVICES	4
	Table IA Numerical Statement and Scope of Services	5
	Table 1B Area Utilization of Services	7
IV.	LEVELS OF COMPETENCY	8
	Table 2A Distribution of Total Stanford Test of Academic Skills (TASK) Reading Scores According to Grade Levels - Comparison of (November 1, 1982 to March 31, 1983 - November 1, 1981 to March 31, 1982)	9
	Table 2B Distribution of Total TASK Reading Scores According to Grade Levels - Comparison of (April 1, 1982 to October 31, 1982 - April 1, 1981 to October 31, 1981)	10
	Table 3 Comparison of Change in Total TASK Reading Scores According to Grade Levels	11
V.	LEVEL PLACEMENT OF ASSESSED STUDENTS	12
	Table 4 Comparison of TASK Placement Levels - Combined Reading and English Scores and Reading Scores Only	13
	Table 5 Conversion Table Showing Relationship of Reading and English Raw Scores to Grade Level Placement	14
VI.	PROFILE OF STUDENTS TAKING TASK TEST - NOVEMBER 1, 1982 TO MARCH 31, 1983	15
	Table 6A Student Demographic Profile	16
	Table 6B Student High School and Test Locations	17
VII.	ATTRITION/RETENTION STUDY OF TECHNOLOGY STUDENTS	18
	Table 7A Guide to Statistical Format	20
	Table 7B Attrition/Retention Study of Technology Students, Fall 1982	21
VIII.	C.K. McCLATCHY ASSESSMENT STUDY - SPRING 1983	23
	Table 8 Student Demographic Profile	28
	Table 9A Frequency Distribution of Student by Reading Grade Level	29
	Table 9B Frequency Distribution of Students by Reading Course Placement	30
	Table 9C Frequency Distribution of Students by Reading Grade Level (Below 9.9 Grade/10th Grade and Above)	31
	Table 10A Frequency Distribution of Students by English Grade Level (6.9 or Below to 13th Grade Level)	32

TABLE OF CONTENTS

		PAGE
Table 10B	Frequency Distribution of Students by English Grade Level (Below 9.9 Grade/10th Grade and Above)	33
Table 10C	Frequency Distribution of Students by College English Course Placement	34
Table 11	Grade Levels and College Course Placement of Students Speaking a Language Other Than English at Home	35
IX.	ENGLISH 57 ESSAY EXAMINATION	36
Table 12A	Profile of Student Repeats of English 57 - Spring 1982	37
Table 12B	Profile of Student Repeats of English 57 - Fall 1982	38
X.	BIOLOGY 1A RESEARCH PROGRAM	39
Table 13	Sequential Test of Educational Progress (S.T.E.P.) Science Results for Biology Courses Median Raw Score of Vocabulary, Comprehension, and Total	40
Table 14	McGraw-Hill Reading Levels for Biology 1A	41
XI.	ENGLISH DEPARTMENT: PLACEMENT CRITERIA CHANGES FOR 1983-84	42
Table 15A	Changes in Placement Criteria	43
Table 15B	Evaluation of the Effect of Proposed Changes	44
XII.	ANALYSIS OF MATHEMATICS ASSESSMENT	45
Table 16A	Cooperative Mathematics Test - Arithmetic	46
Table 16B	Cooperative Mathematics Test - Algebra II	47
XIII.	VOCATIONAL NURSING STUDY - FALL 1982	48
Table 17A	Comparison of California Achievement Test (C.A.T.) Language Scores in Vocational Nursing Courses by Grades	49
Table 17B	Comparison of C.A.T. Mathematics Scores in Vocational Nursing Courses by Grades	50
Table 17C	Comparison of C.A.T. Reading Scores in Vocational Nursing Courses by Grades	51
XIV.	TEST OF ADULT BASIC EDUCATION (T.A.B.E.) SURVEY	52
Table 18	T.A.B.E.-Frequency Distribution of Students by Grade Equivalent	53
XV.	NELSON READING TEST PLACEMENT SURVEY	54
Table 19	Nelson Reading Test - Frequency Distribution of Students by Grade Equivalent	55
XVI.	NELSON-DENNY READING TEST PLACEMENT SURVEY	56
Table 20	Nelson-Denny Test - Frequency Distribution of Students by Grade Equivalent	57

TABLE OF CONTENTS

		PAGE
XVII.	ENGLISH AS A SECOND LANGUAGE COURSE PLACEMENT BY MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY (M.T.E.L.P.)	58
	Table 21 Michigan Test of English Language Proficiency - Frequency Distribution of Placement	59
XVIII.	SPANISH CHALLENGE RESEARCH	60
	Table 22 Spanish Challenge - Frequency Distribution by Pass/Not Passed	61
	Table 23 Spanish Placement - Frequency Distribution by Course Placement	62
XIX.	WAIVERS - SPRING 1983	63
	Table 24 Analysis of Reasons for Student Waivers	64
	Table 25 English 1A Placement Waivers	65
XX.	ADDENDUM	66
	The Assessment/Placement Process	66
	The Student Informational Data Sheet	67
	The Expansion of Diagnostic Assessment	69

SACRAMENTO CITY COLLEGE
Assessment Center
July 12, 1983

SEMI-ANNUAL RESEARCH REPORT - PART I ASSESSMENT PROCEDURES FALL 1982 and SPRING 1983

PURPOSE

This report is the first in a revised series of reports using a monograph form. There will be a second section of the Fall 1982 and Spring 1983 report in October, 1983. The second section will evaluate the effect of assessment/placement activities on student "success" rates for the Spring 1983 semester.

The first part of the semi-annual report covering Fall of 1982 and Spring 1983 has a fourfold purpose. First, it provides an accountability of activities from November 1, 1982 to March 31, 1983; second, it provides information regarding competency levels of our student population; third, it supplies statistical information regarding research activities, and fourth, it reports on the proposed expansion of assessment/placement services.

In the interest of clarity and brevity only the final results are discussed in this report. The tables are presented to verify statements. All the preliminary data are available in the Assessment Center.

ASSESSMENT CENTER: TRENDS & PRIORITIES

The expansion of assessment services on campus is increasing with each report. One area which must be addressed in the very near future is the extent to which the Center will expand assessment into the high schools. The initial contact with C.K. McClatchy English classes presages a wide increase of services which may impact on personnel staffing, computerization and financial support of the Center. A comprehensive assessment program in the high schools may add well over 3,000 units to the assessment load each semester, but this increase will not be a major problem or need more than a modicum of increase in personnel if computerization of the Assessment Center is made more efficient.

Assessment services to the Career Center have increased quite dramatically in the past year. All students who take an interest test now pick up results in the Career Center where department personnel direct students to the sources of information needed to create a unified comprehensive survey of aptitudes, interests and occupations.

The breadth of information concerning students, which is available to Counseling and the Assessment Center, needs to be expanded quite radically. The Center is reacting to this need by creating an informational data sheet which will be forwarded to Counseling. This sheet could be used during orientation and placed in the student's file in the Counseling Office. The computerization of this material should be completed during Summer 1983. A full explanation of this projected program may be found on page 68 of this report.

The Center plans to expand statistical coverage of the English as a Second Language program. Trends are emerging which will shape future offerings. The exact nature of these trends are unknown at present but should become clearer as the result of research. Three new forms of the Michigan Test of English Language Proficiency will arrive during the summer. These will permit an expansion in the retest services now offered to potential E.S.L. students.

The impact of the expansion of assessment/placement activities in the Spanish and French areas will have to be evaluated. There has been an ongoing problem with highly proficient language students enrolling in beginning classes.

The study of the existing waiver system should become more definitive.

The student who comes to the College for the summer session seems to be quite different from the student who enrolls for the Fall semester. The summer session waivers will be evaluated as a separate unit in the future so that they will not distort research into the nature of the Fall semester waivers.

The major effort for the summer of 1983 should be the revision of the computerization of the Center. The existing system, both hardware and software, is inadequate to accommodate the continuing increase in the demand for student diagnostic information and for statistical research.

The demand for increased storage capacity and the uncertainty existing in hardware changes, which may occur at District level, will probably delay Phase III (research capability) for a year. However, this may be desirable if the end result is increased storage capacity and a higher degree of sophistication in the research component.

The computer tie-in to the district computer is behind schedule because of a hardware problem, but this does not represent a major problem. The software (program) which will permit the tie-in has been completed at District level.

The original agreement involving Phase I, II, and III will be continued. Phase I included the hardware and software in the Assessment Center. Phase II is the physical tie-in with the District computer for storage purposes, and Phase III is to be the design of the future research component.

District and College representatives will also begin to devise an overall computerized assessment process which will meet increased current and future needs. This effort should accomplish a networking of all the colleges in Los Rios so that a district wide data base may be created and information shared.

SCOPE OF SERVICES

There have been significant changes in the utilization of assessment instruments when current usage is compared to the previous comparable period. The shifts have been as follows:

	March 31, 1982	March 31, 1983
Brown-Holtzman Survey Study Skills	0	163
California Achievement Test 19C	269	233
Cooperative Mathematics Test	367	766
G.A.T.B.	68	53
Individualized English	1,139	842
McGraw-Hill Reading	38	117
McGraw-Hill Vocabulary	174	35
Michigan Test of English Language Proficiency	1,010	435
National League of Nursing Test	198	162
Nelson-Denny Reading Test	264	271
Nelson Reading Test	153	273
Norton Diagnostic	0	233
Spanish Challenge Test	65	13
Spanish Placement Test	174	30
Temperament and Values Inventory	0	178
Test of Adult Basic Education (T.A.B.E.)	66	250

The English and Counseling departments have stressed a need for more diagnostic assessment and as a result there has been a marked increase in the experimental use of instruments that can pin-point learning skill deficiencies.

The utilization of the Center's services by area and all the specific instruments used may be found in Tables 1A and 1B. An example is the Cooperative Mathematics test which has increased 109% when compared to the previous research period.

TABLE 1A

NUMERICAL STATEMENT & SCOPE OF SERVICES

NOVEMBER 1, 1982 to MARCH 31, 1983

INSTRUMENTS ADMINISTERED		NUMBER ASSESSED
Brown-Holtzman Survey of Study Habits and Attitudes		163
California Achievement Test 19C		233
Dental Assisting	59	
Licensed Vocational Nursing	174	
California State and Local Government Test		3
Career Assessment Inventory		28
Career Skills Assessment Program		3
Cooperative Mathematics Test		766
Arithmetic	569	
Algebra I	95	
Algebra II	71	
Others	31	
Dental Assisting Vocational Certification Examination		274
Dental Hygiene Aptitude Test		27
Dental Hygiene National Certification Examination		25
Educational Developmental Laboratories Word Clues Test		43
Edwards Personal Preference Schedule		4
English Essay		3
English Tactics Examination		165
Educational Test Services Survey Instruments		19
General Aptitude Test Battery (G.A.T.B.)		53
Handbook Test		34
Holt-Rinehart Diagnostic Test		184
Individualized English Diagnostic Test		842
Kuder Occupational Interest Survey		2
McGraw-Hill Reading Test		117
McGraw-Hill Vocabulary Test		35
Michigan Aural Test		7
Michigan Test of English Language Proficiency		435
National League of Nursing Test		162
National League of Nursing Achievement Test		5

TABLE 1A - CONTINUED

Nelson-Denny Reading Test		271
Nelson Reading Test		273
Norton Diagnostic Test		233
Practical English Handbook Test		53
Prescriptive Reading Inventory		28
Reading for Understanding Senior Examination		47
Self-Directed Search		32
Sequential Tests of Educational Progress (S.T.E.P.) - Science		117
Spanish Challenge Test		13
Spanish Placement Test		30
Stanford Test of Academic Skills (TASK)		3,134
Strong-Campbell Interest Inventory		559
Subject A Diagnostic Examination		36
Temperament & Values Inventory		178
Tests of Adult Basic Education (T.A.B.E.)		250
Wide Range Vocabulary		184
Supplemental Assessment Processing		514
French	62	
English as a Second Language	122	
Tennessee Self Concept Scale	218	
Student Personnel	112	
Total Instruments Administered		9,584

TABLE 1B

AREA UTILIZATION OF SERVICE

NOVEMBER 1, 1982 To MARCH 31, 1983

Allied Health	726
Social Science	221
Science, Math and Engineering	264
Student Personnel	1,134
Technology	735
Language and Literature	5,928
English Second Language	557
Community	19
TOTAL	9,584

LEVELS OF COMPETENCY

An assessment sample which included 3,090 students in the November 1, 1982 to March 31, 1983 period revealed that 34.85% of our incoming and returning students were reading at or above the 13th grade level.

Of the remaining student population, 18.90% (584 students) were 1-2 years below the 13th year competency level, 20.38% (630 students) were 3 years below, and 25.87% (799 students) were four or more years below the 13th year level. In this latter group it was found that 11.46% (354) of the students were below the 7th grade reading competency level. (Table 2A)

The conversion chart which explains the relationship of raw reading scores to grade equivalency levels is found in Table 5.

A further analysis of changes in reading grade levels which have occurred in comparable research periods can be found in Tables 2A, 2B and 3. Even though, the number of students in the data base varies each semester, there is a consistency in the percentages of students placing in each of the reading competency levels. The reading competency levels of Spring semester students seem to be consistently lower when compared to Fall semester students. This may result from unknown factors such as recency of education, etc. The Fall semester student may have been out of school a shorter length of time, but this hypothesis will have to be evaluated in subsequent research reports.

The continuing changes which have occurred in the number of students placing in each of the reading grade levels are found in Table 4. The decrease in the 13+ reading category reflects the variation existing in student competency levels between Fall and Spring semesters.

TABLE 2A

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

COMPARISON

SPRING 1982 and SPRING 1983

GRADE LEVEL	1983 NUMBER[1]	1982 NUMBER[2]	1983 PERCENT[1]	1982 PERCENT[2]
13+	1,077	709	34.85	34.7
12 - 12.9	310	204	10.03	10.0
11 - 11.9	274	201	8.87	9.8
10 - 10.9	630	396	20.38	19.3
9 - 9.9	180	127	5.83	6.2
7 - 8.9	265	159	8.58	7.8
0 - 6.9	354	249	11.46	12.2
TOTAL	3,090	2,045	100.0	100.0

[1]November 1, 1982 to March 31, 1983
[2]November 1, 1981 to March 31, 1982

TABLE 2B

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

COMPARISON

FALL 1981 and FALL 1982

GRADE LEVEL	1982 NUMBER[1]	1981 NUMBER[2]	1982 PERCENT[1]	1981 PERCENT[2]
13+	1,781	1,320	39.89	39.6
12 - 12.9	463	347	10.37	10.4
11 - 11.9	432	328	9.68	9.9
10 - 10.9	826	582	18.50	17.5
9 - 9.9	222	170	4.97	5.1
7 - 8.9	256	232	5.73	7.0
0 - 6.9	485	351	10.86	10.5
	4,465[3]	3,330	100.0	100.0

[1]April 1, 1982 to October 31, 1982

[2]April 1, 1981 to October 31, 1981

[3]Total does not include 13 students who completed the English section of the TASK only.

TABLE 3

COMPARISON OF CHANGE IN TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

GRADE LEVEL	FALL 1982, SPRING 1983	FALL 1981, SPRING 1982
13	-5.0	+5.3
12 - 12.9	-.3	NC
11 - 11.9	-.8	+.2
10 - 10.9	+1.9	-1.3
9 - 9.9	+.8	-1.2
7 - 8.9	+2.8	-1.8
0 - 6.9	+.6	-1.2

LEVEL PLACEMENT OF ASSESSED STUDENTS

The assessment/placement process for the current research period placed a total of 1,518 students in Level 1 classes. This is an increase of 9.8% when compared with the number placed in this level during the previous report period. There was also an increase of .8% in the number of students who qualified for Level 2 and 10.6% decrease in the number eligible for Level 3. (Table 4) The differences in the number of students in the data base is caused by some students taking only one part of the TASK.

Table 4 also reveals the following changes in reading placement when compared with the previous research period: a 4% increase in the number of students placed in the basic reading level (English 70), a 3.1% increase in English 71, and a 7% decrease in the English 72, 73 competency area.

TABLE 4

COMPARISON OF TASK PLACEMENT LEVELS
(COMBINED READING AND ENGLISH SCORES)

NOVEMBER 1, 1982 To MARCH 31, 1983

(TOTAL - 2788)

	LEVEL 1		LEVEL 2	LEVEL 3
	1518			
COURSE(S)	(55)	(56)	(57 - 60)	(1A)
NUMBER	932	586	663	607
PERCENT	33.4	21.0	23.8	21.8

COMPARISON OF TASK PLACEMENT LEVELS
(READING ONLY)

(TOTAL - 3090)

	GRADE EQUIVALENCY LEVELS[1]		
	0 - 8	9 - 10.9	11+
	READING		
COURSE(S)	(70)	(71)	(72, 73, 74)
NUMBER	570	736	1784
PERCENT	18.5	23.8	57.7

[1]Reflects beginning Spring 1983 placement criteria. These equivalency levels were changed in May, 1983.

TABLE 5

CONVERSION TABLE SHOWING

RELATIONSHIP OF ENGLISH AND READING RAW SCORES TO GRADE LEVEL PLACEMENT

GRADE LEVEL	AVERAGE OR RAW SCORES READING	AVERAGE OR RAW SCORES ENGLISH
13+	60 - 78	54 - 69
12 - 12.9	56 - 59	52 - 53
11 - 11.9	52 - 55	50 - 51
10 - 10.9	42 - 51	44 - 49
9 - 9.9	38 - 41	40 - 43
7 - 8.9	32 - 37	26 - 39
1 - 6.9	0 - 31	0 - 25

PROFILE OF STUDENTS TAKING TASK TEST

There is now specific information about the student who takes the TASK. Tables 6A to 6B provide information as to day/night division enrollment, interest in occupational majors, non-English language usage in the home, interest in special program services, high school last attended, and location of test site.

It is now possible to begin building a performance data base by comparing reading and English scores with the high school of last attendance.

One major problem is the large percentage of students who are coming to the College and who mark "other" because they have not attended a city high school. An attempt is being made to audit trail all students so that specific proficiency levels of like groups of students from a specific high school may be compared.

Some high schools have already asked for this information to begin building a curriculum accountability data base.

High schools seem interested in utilizing this information to meet the needs of students as far back as the 9th grade English classes. This infers approval of an expansion of assessment into the lower high school grade levels.

Several interesting statistics have surfaced for the first time regarding attendance. A total of 74.9% planned to attend day classes, while 25.1% intended to enroll in the evening division.

Some 61.6% of the students declared an interest in an occupational program or class.

A total of 24.2% spoke another language other than English at home.

TABLE 6A

STUDENT DEMOGRAPHIC PROFILE

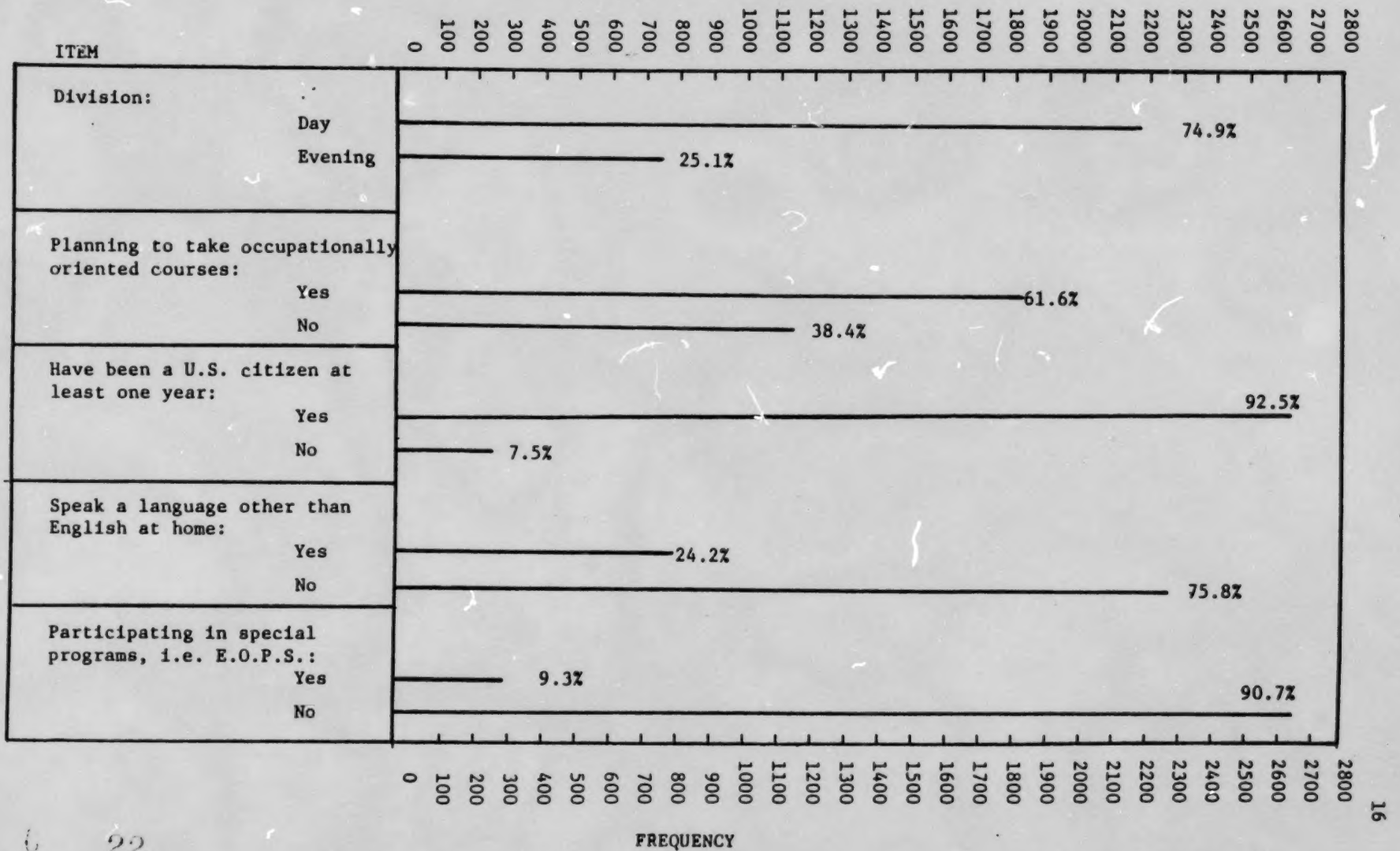
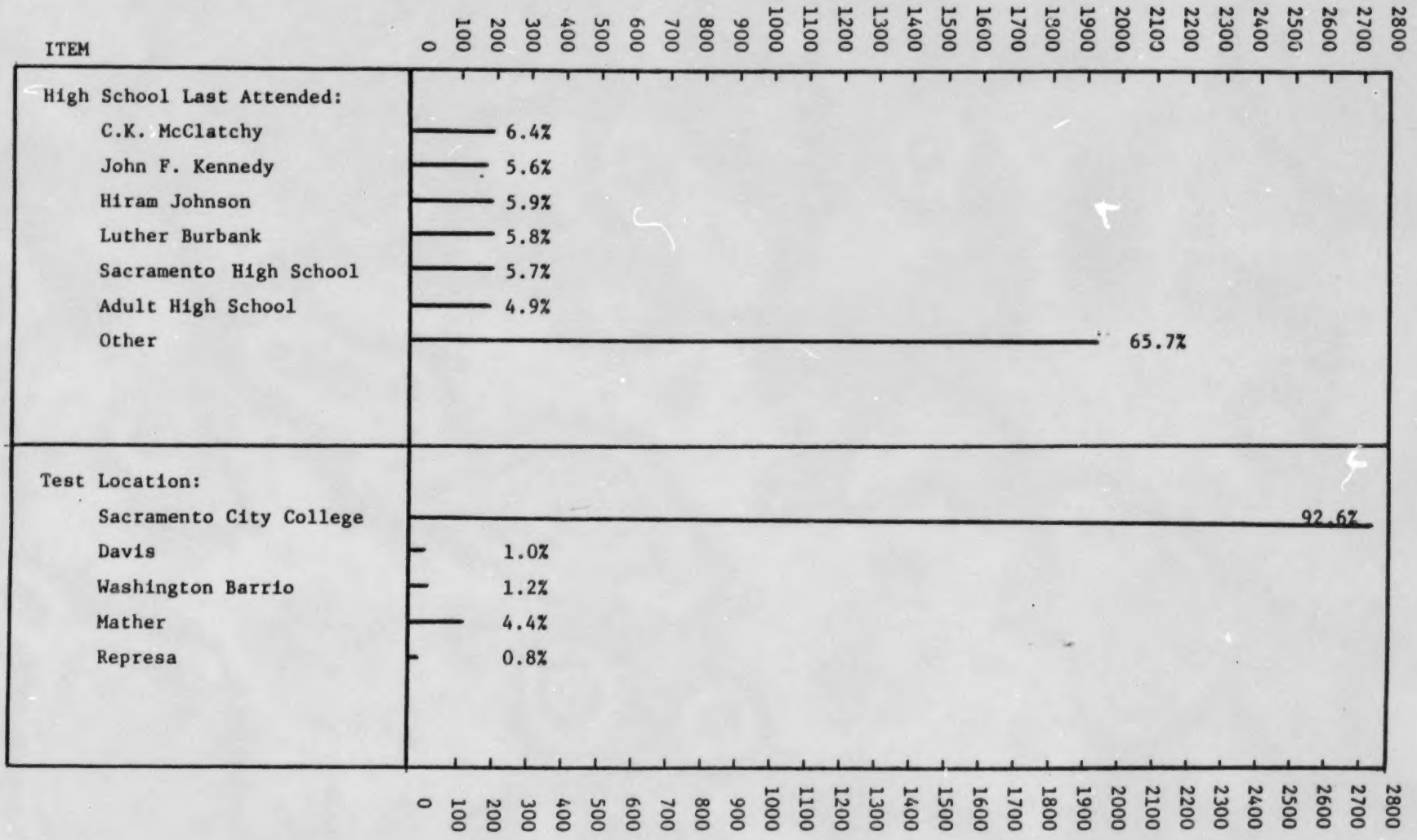


TABLE 6B

STUDENT HIGH SCHOOL AND TEST LOCATION



ATTRITION/RETENTION STUDY OF TECHNOLOGY STUDENTS

The first information is now available for some of the Occupational Technology courses which came under the assessment/placement procedure in Fall 1982. (Tables 7A & 7B)

There are only two programs, Aeronautics and Cosmetology, which were included in both Spring and Fall 1982 evaluation studies.

In Aeronautics 50 the percent of the students who were assessed and then dropped increased in both drop periods when compared to the previous research period.

The students who dropped in the 1st - 4th week period in Fall 1982 showed an increase of 2.8 years in reading proficiency over the previous period.

The grade spread revealed that 12 more students received "B" grades in the Fall 1982 semester than they did in Spring 1982. There were fewer "A" grades (1) and more "C" grades (4). The most significant change was in the "NC" grade. The number who received such a grade dropped by 9 in Fall 1982, a 17.5% decrease.

Out of a numerically similar student data base of 79 in Spring 1982 and 81 in Fall 1982 there was an increase of 15 students who received "satisfactory" academic grades of "C or better" in the Fall 1982 semester. When this is related to the decrease in the number of N/C grades, the success rate increased from a low of 66.7% for the Spring 1982 semester to 84.1% in the Fall 1982 semester.

Similar findings relating to an increase in student success rate have appeared in Cosmetology 50. The reading proficiency level of the "drop" student in the 1st - 4th week increased from a 7th - 8th grade level in Spring 1982 to a 12.0 grade level in Fall 1982.

There was an increase in the reading proficiency level needed for a "C" or better grade in Cosmetology in the Fall 1982 semester when compared to the Spring 1982 semester, (12.3 versus 10.8). Another increase appears in the reading proficiency level needed to get "B" and "C" grades. There was one "A" grade in Cosmetology in the Fall 1982 semester. This student was not assessed and entered the course through the waiver process. Students who received "NC" grades in Fall 1982 had reading competency levels which were above the median needed to receive a "B" grade in Spring 1982.

The number of students receiving "C" or better grades in the Fall 1982 semester showed a decrease of 6.7%.

The courses included in the current research report will become the comparative data base of the next report period. This will be done so a similar data base can be developed and the effect of semester variations and assessment can be evaluated.

Additional information regarding the Business General A, 50, Electronic Technology A, B, and 51 courses may be found in Table 7B. The information seems to substantiate the findings from previous research reports. Students needed at least a 10th grade reading level before receiving credit in most courses.

Another important finding is further substantiation of the fact that students who possess reading proficiencies equal to those possessed by the "D" student continue to drop during the 1st - 4th week. This was true in most instances except for Aeronautics 50 and Cosmetology 50. In the instance of Aeronautics, the 14 students who dropped the course were reading at the same reading proficiency level as the "A" student. In Cosmetology 50 the reading proficiency level of the "drop" student equaled those possessed by the "C" student.

The table showing the relationship of reading and English raw scores to grade level placement can be found in Table 5, page 14.

TABLE 7A

GUIDE TO STATISTICAL FORMAT

FALL 1982

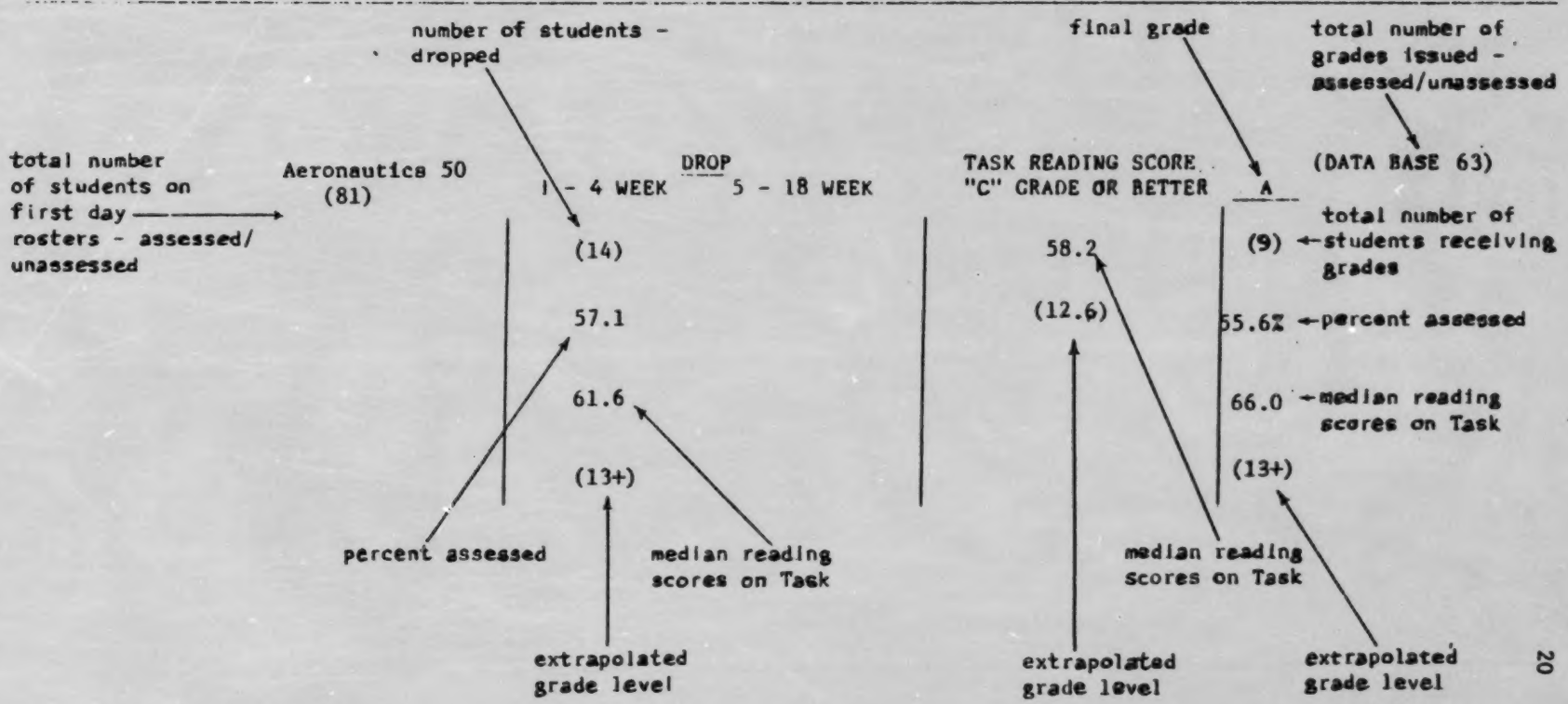


TABLE 7B

ATTRITION/RETENTION STUDY OF TECHNOLOGY STUDENTS

FALL 1982

	DROP 1 - 4 WEEK	DROP 5 - 18 WEEK	TASK READING SCORE "C" GRADE OR BETTER	ADDS	A	B	C	D	NC	INC
Aeronautics 50 (81)	(14)	(8)		4	(9)	(27)	(17)	-	(10)	-
	57.1%	87.5%			55.6%	63.0%	82.4%	-	30.0%	-
	61.6	49.4	58.2		66.0	58.9	54.6	-	54.7	-
	(13+)	(10.7)	(12.6)		(13+)	(12.9)	(11.9)	-	(11.9)	-
Business-Gen. A (114)	(21)	(41)		20	(7)	(6)	(DATA BASE 72) (30)	-	(29)	-
	66.7%	63.4%			71.4%	66.7%	86.7%	-	79.3%	-
	44.8	49.5	49.0		38.2	48.0	51.2	-	45.7	-
	(10.3)	(10.8)	(10.7)		(9.0)	(10.6)	(10.9)	-	(10.4)	-
Business-Gen. 50 (163)	(48)	(32)			(25)	(28)	(DATA BASE 106) (20)	(8)	(25)	-
	64.6%	81.3%		23	56.0%	92.9%	80.0%	37.5%	84.0%	-
	51.5	53.1	59.3		66.2	56.4	58.1	45.0	54.4	-
	(11.0)	(11.3)	(12.9)		(13+)	(12.0)	(12.6)	(10.3)	(11.6)	-
Cosmetology 50 (43)	(8)	(5)			(1)	(17)	(DATA BASE 34) (11)	-	(5)	-
	62.5%	100%		4	0.0%	76.5%	90.9%	-	80.0%	-
	56.2	49.4	56.6		-	56.7	56.4	-	54.3	-
	(12.0)	(10.7)	(12.3)		-	(12.3)	(12.0)	-	(11.6)	-

TABLE 7B (Continued)

ATTRITION/RETENTION STUDY OF TECHNOLOGY STUDENTS

FALL 1982

	DROP		TASK READING SCORE	ADDS	(DATA BASE 54)					
	1 - 4 WEEK	5 - 18 WEEK	"C" GRADE OR BETTER		A	B	C	D	NC	INC
Elect. Tech. A (85)	(22)	(35)		26	(12)	(11)	(8)	(3)	(20)	-
	63.6%	54.3%			33.3%	63.6%	62.5%	33.3%	60%	-
	59.4	54.7	55.1		43.5	60.9	58.0	61	53.6	-
	(12.9)	(11.9)	(11.9)		(10.2)	(13+)	(12.6)	(13+)	(11.6)	-
							(DATA BASE 12)			
Elect. Tech. B (25)	(9)	(12)		8	-	(11)	(1)	-	-	-
	55.6%	66.7%			-	72.7%	100.0%	-	-	-
	54.6	52.0	56.3		-	56.0	59.0	-	-	-
	(11.9)	(11.0)	(12.0)		-	(12.0)	(12.0)	-	-	-
							(DATA BASE 54)			
Mech. Elect. Tech. (55) 51	(2)	(7)		8	(12)	(24)	(10)	(4)	(4)	-
	50.0%	57.1%			66.7%	83.3%	60.0%	50.0%	100%	-
	38.0	53.3	60.1		66.6	59.5	55.5	50.0	45.8	-
	(9.0)	(11.3)	(13.0)		(13+)	(13.0)	(12.0)	(10.8)	(10.4)	-

C.K. McCLATCHY ASSESSMENT STUDY - SPRING 1983

In May 1983 an assessment outreach program began with C.K. McClatchy Senior High School. The planning was the result of cooperation by an articulation committee composed of administrators representing both Sacramento City Schools and Sacramento City College. Various sub-committees were comprised of faculty and counselors from both districts.

The research base was composed of 106 eleventh grade English students enrolled in one English 11 (college preparatory class) and three English 11 (learning skills) classes.

The Stanford Test of Academic Skills (TASK), which is the principle assessment/placement instrument used at Sacramento City College, was used to measure competency levels in reading and English.

CLARIFICATIONS AND DEFINITIONS

Experience with the nomenclature used in the reading part of the TASK has shown that a student is able to comprehend a total reading/vocabulary score more readily than the terminology used in the diagnostic section of the print out. Therefore, only raw scores for vocabulary and comprehension, percents of accuracy and levels of placement are provided.

The English results are profiled so that scores and percentages are provided for each of the following diagnostic categories: learning skills, usage conventions, spelling, sentence sensitivity and paragraph arrangement.

Both competency levels (reading and English) are used to determine the specific reading and English course placement(s).

These resulting diagnostic profiles have proven to be an aid to students and faculty in meeting objectively defined needs.

Table 9B makes reference to the course terminology used throughout the statistical presentation of the results. For example, the reading courses at Sacramento City College are labeled as 72 - 73 - 74 which is equal to an 11.0+ reading grade level, 71 - 74 which equals the 9.0 - 10.9 grade reading level and English 70 which accommodates students at or below the 9th grade proficiency level.[1]

The English courses at the College are also arranged in levels. English 1A (level three) is the university transfer course and reflects a 13+ year competency level in both reading and English skills. English 57 (level two) is

[1]Reflects standards implemented before May 15, 1983.

the preparatory class for English 1A and includes students whose reading and English competency levels approximate the 11th to 13th year. The first level, which contains English 56, represents the students whose reading and English levels fall below the 11th grade level. The English 55 class, also part of level one, accommodates students below the 9th grade level.

DEMOGRAPHIC INFORMATION

It was found that 96.8% of the students expressed a desire to take day classes if they were to enroll at Sacramento City College.

A total of 78.6% declared interest in occupational majors. This item was answered after a general explanation as to what course areas were included under the occupational title.

Some 16.5% of the students responded that they had not been citizens of the U.S. for at least one year, and 43.8% answered that they spoke another language at home.

When the financial aids opportunities offered by the College were explained, 31.3% of the students expressed an interest in applying for the benefits. (Table 8)

RESULTS

The initial research, while representing only a cross-section but seemingly valid representative group of the students enrolled in English 11 classes at C.K. McClatchy, revealed that a heterogeneous nature of student competencies existed in each class. The instructors at the high school seem to know this fact and explained that this was caused in part by student self-placement effected in instances by parental pressure.

Table 9A shows the distribution of students according to reading proficiencies in the English 11 (college preparatory class) as follows:

GRADE LEVEL	MEDIAN PERCENT
13+	48.7
12	10.8
11	16.2
10	13.5
9	2.7
7-9	0.0
6.9 or below	8.1

By way of explanation it was found that 8.1% of the students in the transfer English 11 class are reading in the 6.9 or below grade level, 2.7% and 13.5% were in the 9th and 10th grade categories, respectively. A total of 75.7% of the students in this class level were reading at or above the needed competency levels.

When the reading class placement was analyzed, it was found that while 78.4% placed in the highest grade level reading class (72 - 73 - 74), 13.5% placed in English 71, and 8.1% in English 70. (Table 9B)

The percent of English 11 (college preparatory class) students placing in each of the respective English proficiency grade levels is shown in Table 10A as follows:

GRADE LEVEL	PERCENT
13+	86.0
12	5.6
11	2.8
10	5.6
9	0.0
7+8	0.0
6.9 or below	0.0

If the students enrolled in English 11 (college preparatory class) were to enter Sacramento City College in Summer or Fall of 1983, they would be placed in courses as follows:

COURSE	PERCENT
English 1A	42.9
57	37.1
56	11.4
55	8.6

It was found that the English grade level (13+) of the foreign language speaking students in the transfer English 11 class was 2 years above the functional eleventh grade reading level. The English grade competency level of the students in the three learning skills classes was 4 years lower in competency than the transfer English student while the reading level of both groups remained basically the same. (Table 11) This seems to indicate a strong emphasis on grammar skills in both levels of high school English classes.

The distribution of students below and above the 10th grade reading level is found in Table 9C. Such a comparison reflected quite favorably the quality of reading preparation of all of the students involved, but the fourth class (a learning skills class) had 88.7% of the students reading below grade level. A total of 67.9% of the fourth period students were two years below the 11th grade competency level.

An analysis of the reading and English proficiency of students enrolled in the English 11 (learning skills) class reflects a similar degree of heterogeneity which was found in the college preparatory class. (Tables 9A & 10A)

Table 9A reveals that the students in the English 11 (learning skills classes) had the following distribution of reading averages in each of the grade level categories:

GRADE LEVEL	MEDIAN PERCENT
13+	12.8
12	4.6
11	9.7
10	23.1
9	9.7
7+8	22.2
6.9 or below	17.8

The distribution of English competency grade levels in the learning skills classes as derived from Table 10A are as follows:

GRADE LEVEL	MEDIAN PERCENT
13+	15.5
12	6.9
11	2.9
10	20.7
9	15.0
7+8	34.9
6.9 or below	4.1

The distribution of the learning skill students below and above the 10th grade English level is found in Table 9C. The table shows that while all students in the college preparatory class were functioning above the 10th grade level, an average of only 54.1% of the learning skills students were at this proficiency level.

Some of the most important information which has become apparent in this rather limited research is that some students who could enter the college level English 1A course are now in learning skills classes. (Table 10C) A total of 8.7% of the students in the second class and 8.3% of the fourth class, both learning skills classes, could enter our university transfer English course at Sacramento City College at the present time.

In summary, research is only as accurate as the breadth and representative nature of the data base. The number of students involved in the base should be increased. While this increase may not alter the original research findings it could increase the credibility factor.

One positive outcome from any extension of the Center's services into 11th and even 9th grade classes would be that the high school English departments could address student academic problems earlier and thereby reduce the scope and need of the learning skills instruction now existing on the college level.

Another possible outcome could be that as students are presented with objective information about their educational needs, they will make more realistic academic decisions concerning class placement.

TABLE 8

STUDENT DEMOGRAPHIC PROFILE

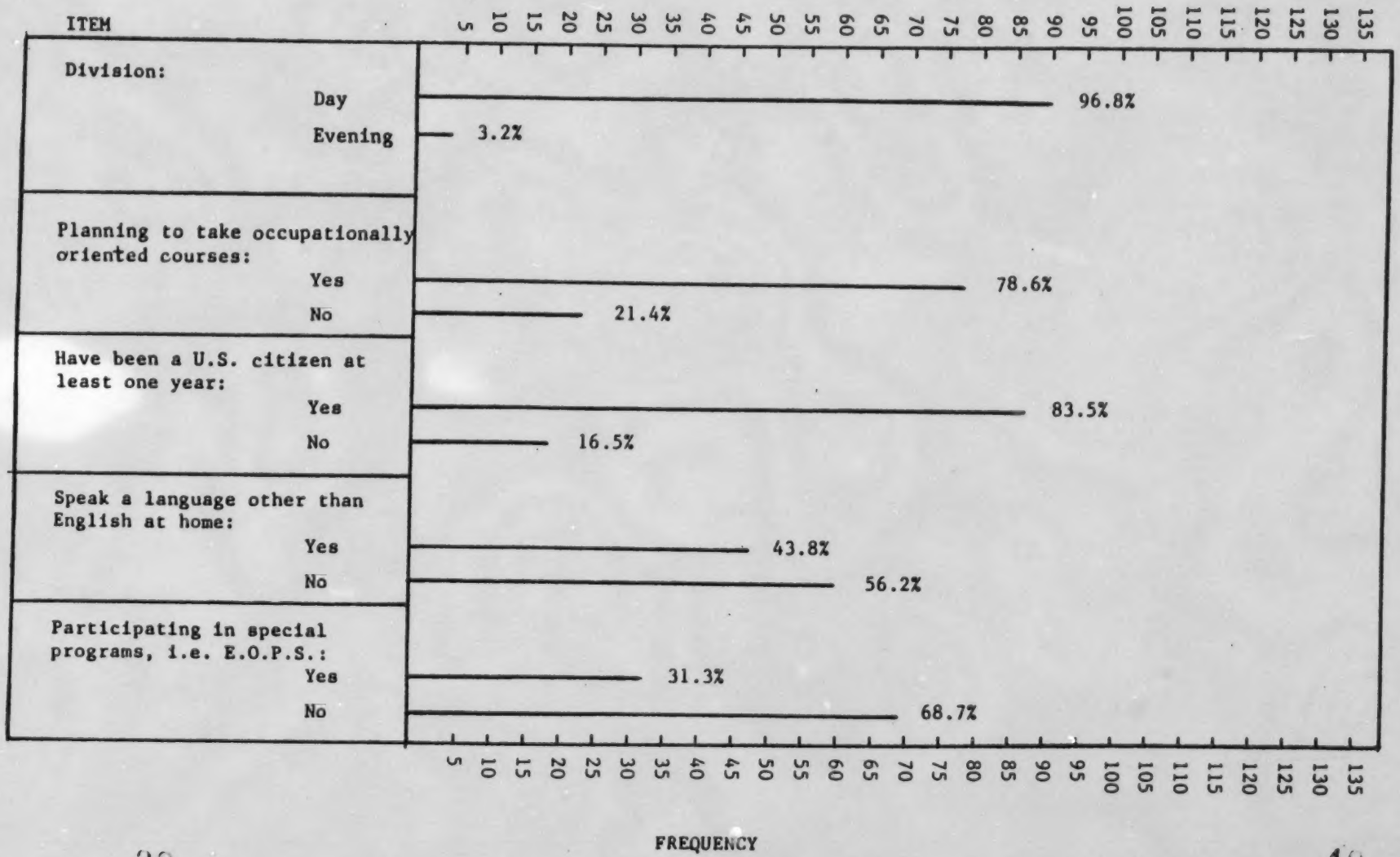
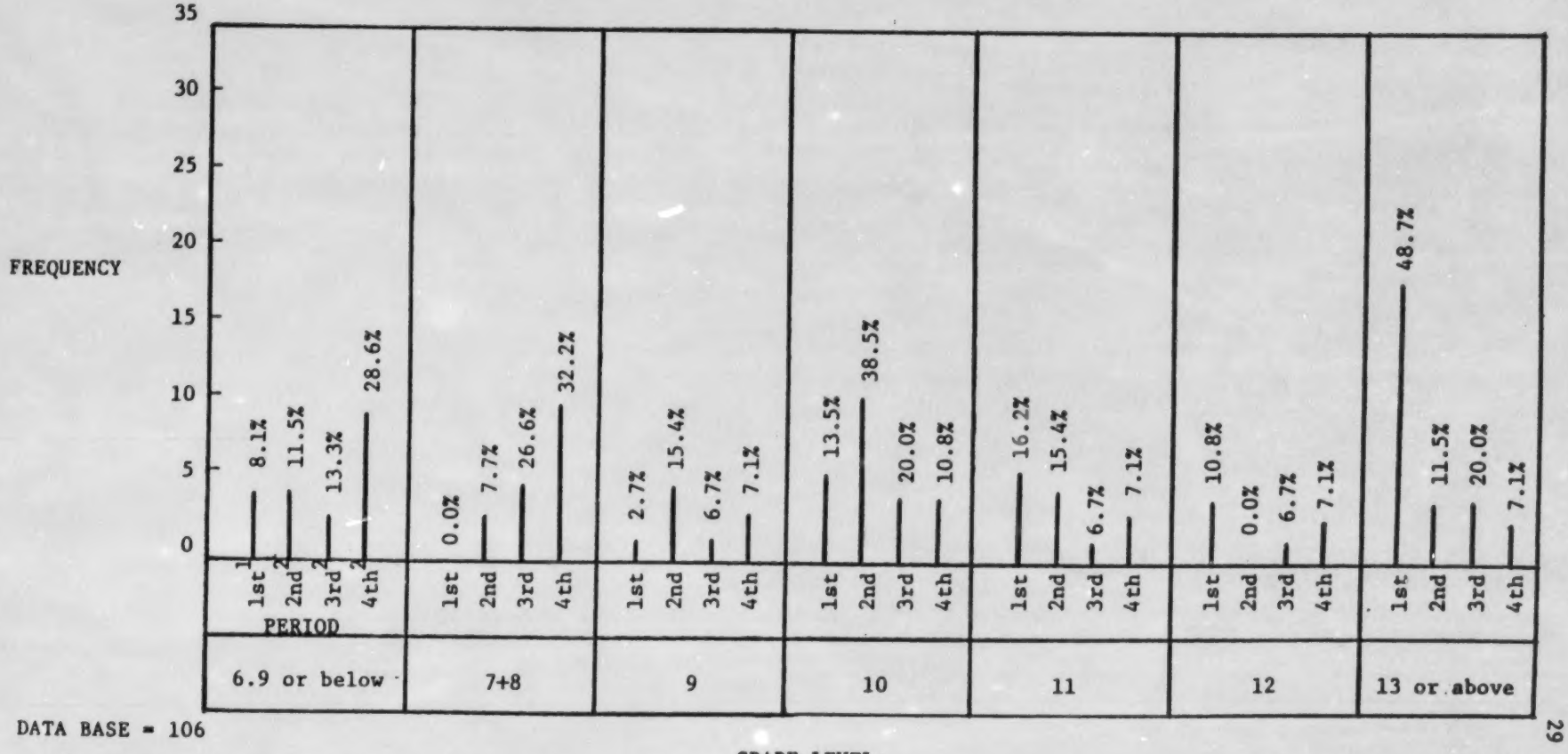


TABLE 9A

FREQUENCY DISTRIBUTION OF STUDENTS BY READING GRADE LEVEL

(6.9 or Below to 13 Grade Level)



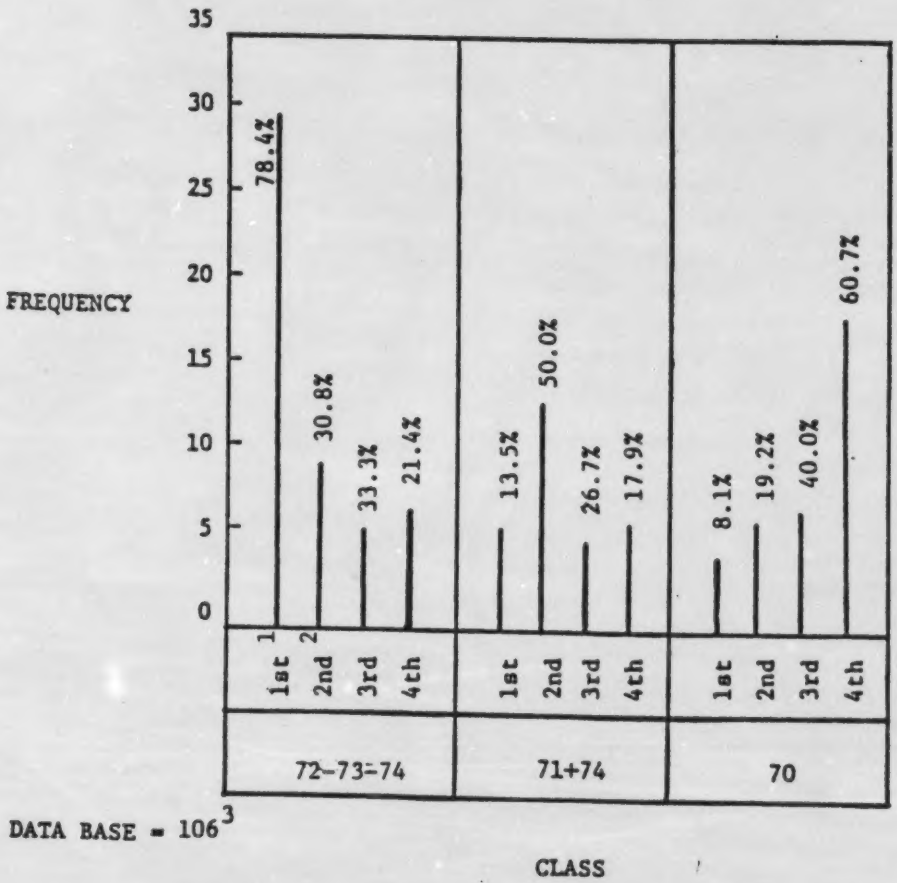
DATA BASE = 106

[1]College-preparatory English class
[2]Learning skills class

TABLE 9B

FREQUENCY DISTRIBUTION OF STUDENTS

BY READING COURSE PLACEMENT



DATA BASE = 106[3]

[1]1st equals 11th grade college preparatory English.
[2]2nd, 3rd, and 4th equals 11th grade "Learning Skills" classes.
[3]Total number of students completing reading part only.

TABLE 9C

FREQUENCY DISTRIBUTION OF STUDENTS

BY READING GRADE LEVEL

(Below 9.9 Grade/10th Grade & Above)

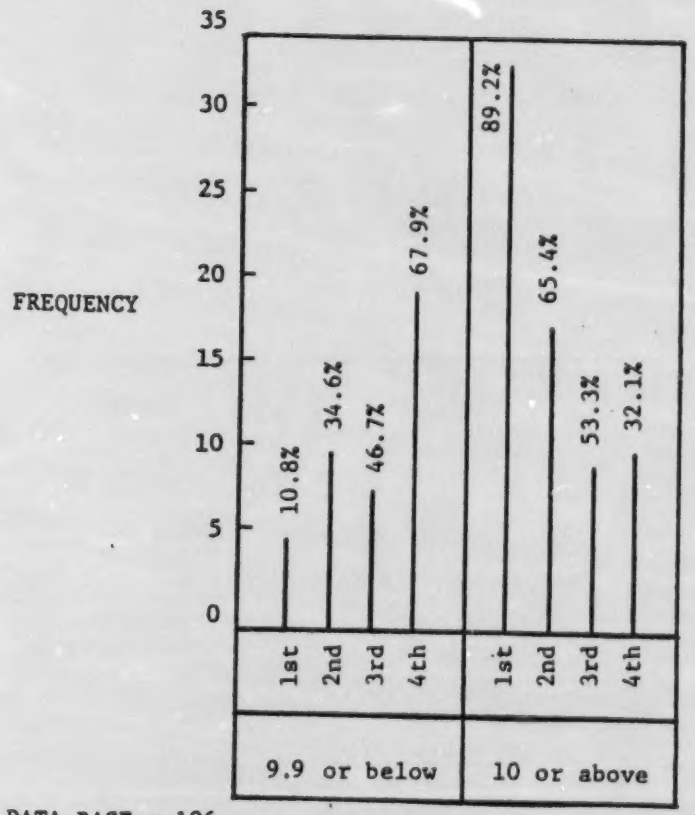
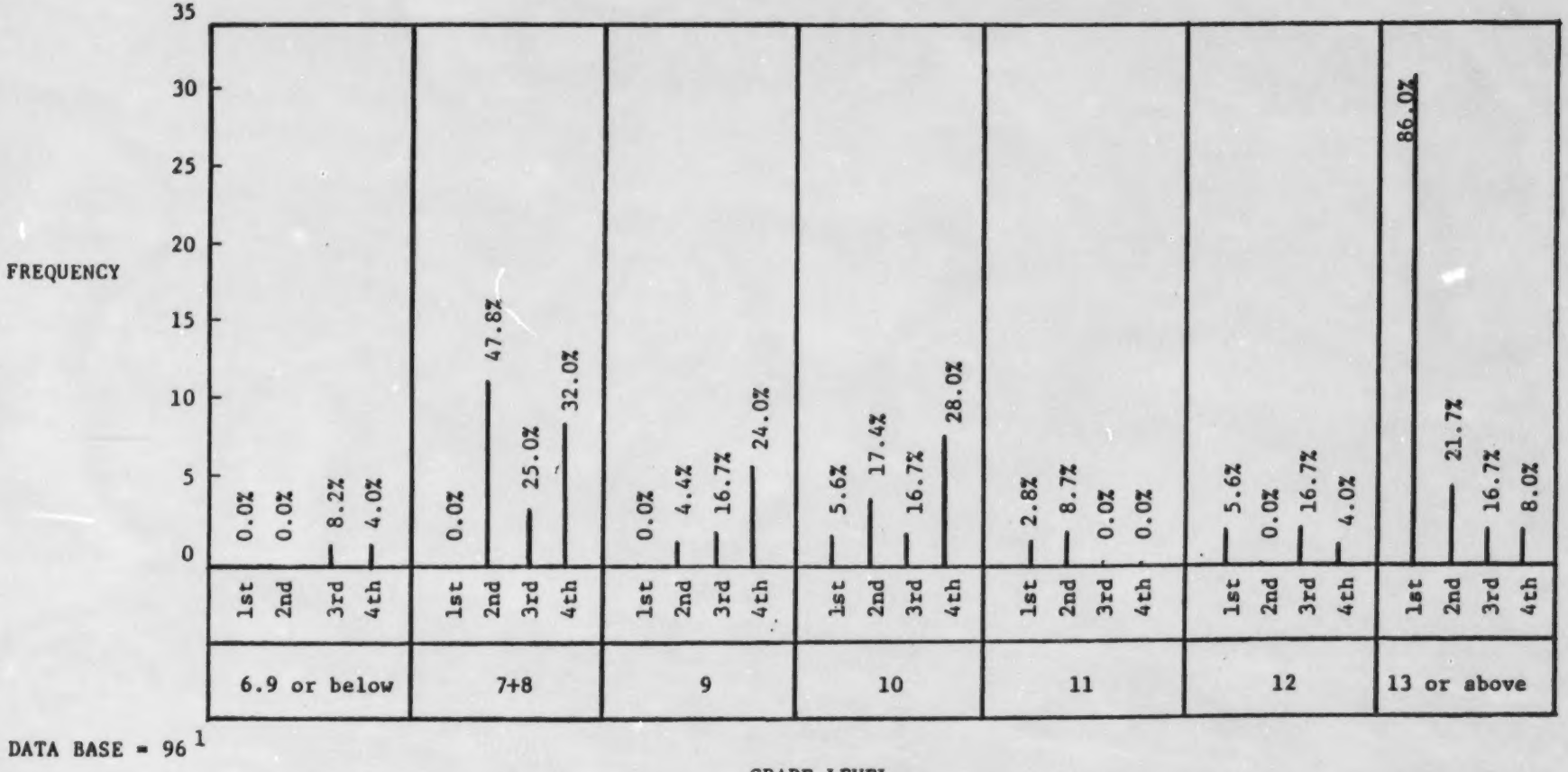


TABLE 10A

FREQUENCY DISTRIBUTION OF STUDENTS BY ENGLISH GRADE LEVEL

(6.9 or Below to 13 Grade Level)



[1]Total number of students completing English part only.

TABLE 10B

FREQUENCY DISTRIBUTION OF STUDENTS BY ENGLISH GRADE LEVEL

(Below 9.9 Grade/10th Grade & Above)

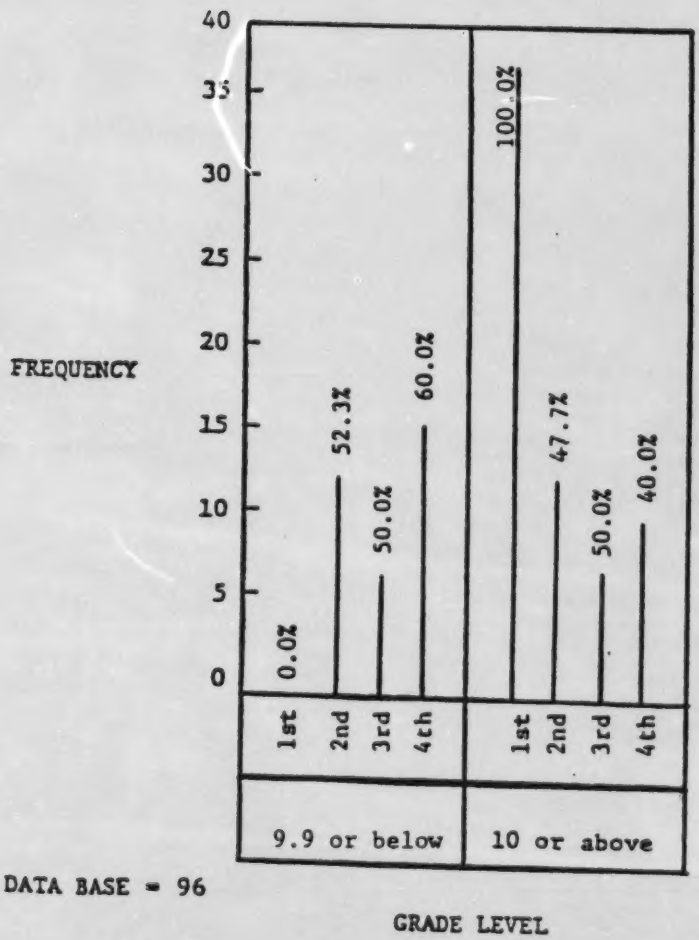
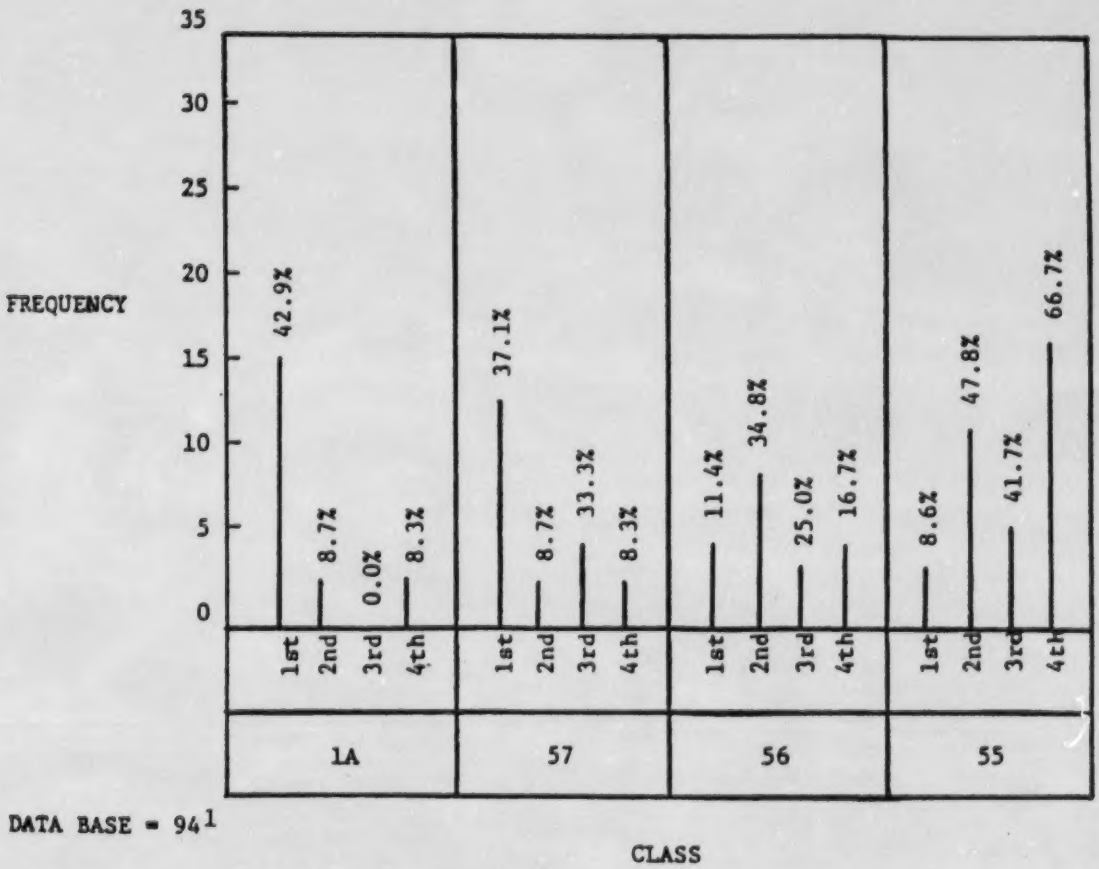


TABLE 10C

FREQUENCY DISTRIBUTION OF STUDENTS BY COLLEGE ENGLISH COURSE PLACEMENT

(Using Combined Reading & English Scores)

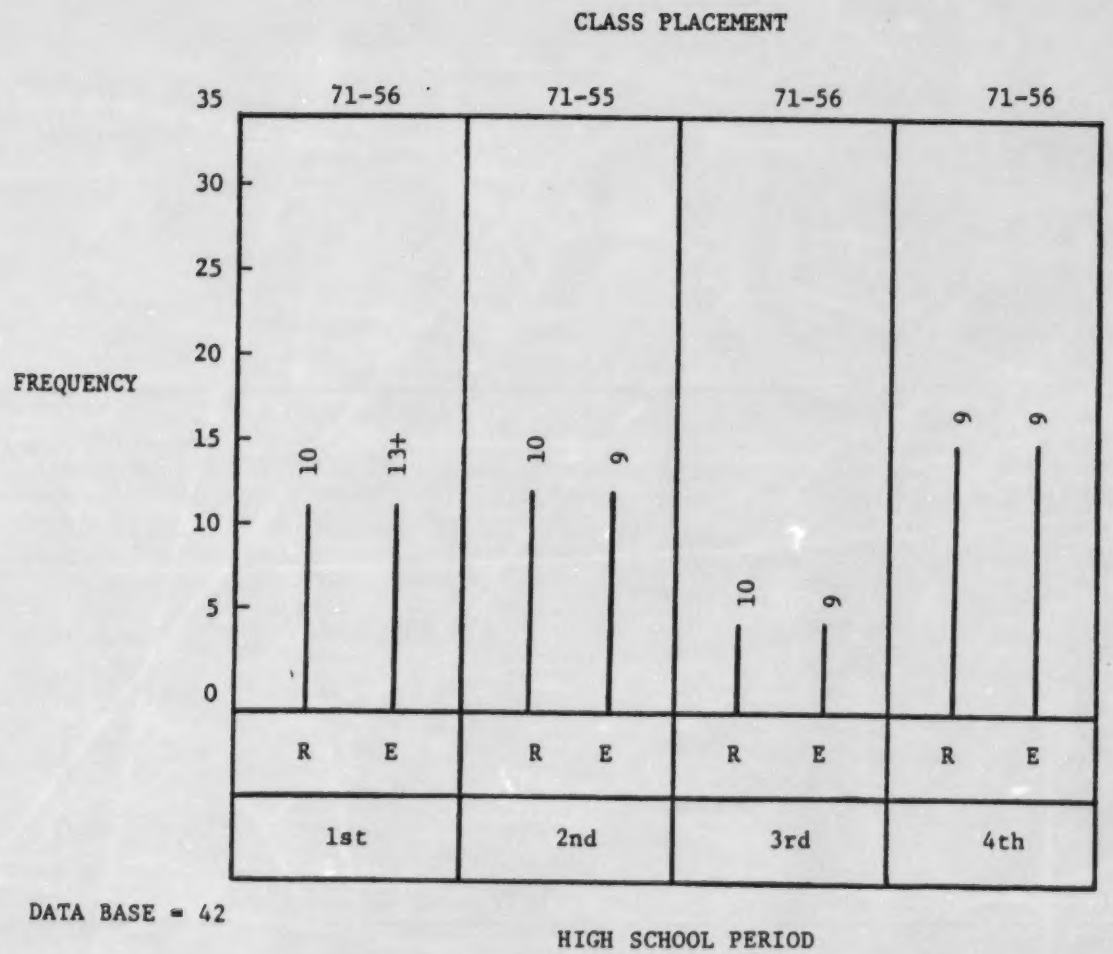


[1]Total number of students completing both reading and English parts.

TABLE 11

GRADE LEVELS/COLLEGE COURSE PLACEMENT OF STUDENTS SPEAKING A LANGUAGE OTHER THAN ENGLISH AT HOME

(Using Combined Reading & English Scores)



ENGLISH 57 ESSAY EXAMINATION

There has been an expansion of the research efforts in the English 57 essay process. Members of the English department asked the Center to conduct a limited study as to what happens to students who repeat English 57.

The previous research report reflected the activities and results of the Spring 1982 semester essay procedures. It was found that a total of 27 students out of a data base of 221 (1 student could not be identified), who were redirected back into English 57, took the examination at the end of Fall 1982. semester and achieved the following results: 29.6% had decreased scores, 48.2% increased, and 22.2% had scores which remained the same.

There was an opportunity to evaluate what happened to the seven students who delayed retaking English 57 until Spring 1983 semester. Of these students 3 (42.8%) increased in the subsequent essay examination, 2 (28.6%) decreased, and 2 (28.6%) remained the same. The predictability factor of these percentages needs to be tested by time.

The Fall 1982 period had a data base of 338 students. This base contained 25 students who reenrolled in English 57. Of these, 5 (20.0%) received lower essay scores at the end of the repeated course (57), 12 (48.0%) increased, of this number, two passed the subsequent essay examination, and 8 (32.0%) had scores which remained the same.

The Spring 1982 and Fall 1982 periods had to be evaluated separately since different students were involved.

When the Spring 1982 essay placements scores were checked against Spring 1983 grade sheets, it was found that six students had passed English 1A. There were 4 "C" and 2 "B" grades. Only two of the six students who reenrolled in English 57 achieved higher scores on the essay and then went on to English 1A by using the procedures established by the English Department. Four of these students circumvented the process but still earned "satisfactory" English 1A grades.

Further information can be extracted from Tables 12A and 12B such as the number of students whose scores changed after reenrollment in English 57 in subsequent semesters, the large number of students who do not reenroll in English 57, etc.

TABLE 12A

PROFILE OF STUDENT REPEATS OF ENGLISH 57 - SPRING 1982

Student	Spring/1982[1]	Change[2]	Fall/1982[3]	Final 1A Course Grade Spring 1983	Spring/1983
A	2-2-3	d	2-2		-
B	1-2	i	2-2		-
C	3-3	s	3-3		-
D	2-3-2	d	2-2		-
E	2-2	s	2-2	C	-
F	2-2	d	1-2		-
G	3-1-2	d	2-2		-
H	3-2-2	d	2-2		-
I	1-2	i	-		2-3-2
J	2-2	i	2-3-2	B	-
K	1-2	d	-		1-1
L	3-2-2	d	-		2-2
M	1-1	s	-		1-1
N	2-2	i	3-3	B	-
O	2-2	i	-		3-3 (passed test)
P	1-1	i	1-2		-
Q	2-2	i	2-3-2		-
R	2-2	i	3-4	C	-
S	2-1	i	3-2-2	C	-
T	2-1	s	-		1-2
U	3-2-2	s	2-3-2		-
V	2-2	i	3-3		- (passed test)
W	2-1-1	i	-		3-3 (passed test)
X	1-2	i	3-3		- (passed test)
Y	2-1	i	2-2	C	-
Z	2-2	s	2-2		-
AA	2-3-2	d	2-1		-

[1] Indicates original scores of students who later repeated the English 57 Essay Examination. (A score of 3 by each of two instructors was needed to pass.)

[2] d = decrease
i = increase
s = same

[3] Indicates the semester the Essay Examination was repeated and the scores received.

TABLE 12B

PROFILE OF STUDENT REPEATS OF ENGLISH 57 - FALL 1982

Student	Fall/1982[1]	Change[2]	Spring/1983[3]
A	2-1	d	1-1
B	2-2	i	2-3-2
C	2-2	d	1-1
D	2-2	s	2-2
E	2-2	i	2-3-2
F	1-2	i	2-2
G	1-2	i	2-2
H	2-2	d	1-2
I	2-2	s	2-2
J	1-1	s	1-1
K	1-1	i	2-2
L	1-1	i	2-2
M	1-1	i	2-1
N	1-1	i	2-1
O	2-1	s	1-2
P	1-2	s	1-2
Q	1-2	i	2-2
R	2-2	d	2-1
S	2-2	s	2-2
T	2-2	d	1-1
U	2-2	i	3-3 (passed test)
V	2-2	i	1-3-3 (passed test)
W	1-2	s	2-1
X	2-1	s	1-2
Y	2-1	i	2-2

[1]Indicates original scores of students who later repeated the English 57 Essay Examination. (A score of 3 by each of two instructors was needed to pass.)

[2]d = decrease
i = increase
s = same

[3]Indicates the semester the Essay Examination was repeated and the scores received.

BIOLOGY 1A RESEARCH PROGRAM

The Biology Department in cooperation with the Reading Department conducted a survey of Biology 1A students by using both the Sequential Test of Educational Progress Science Series and the McGraw-Hill Reading Test.

The analysis of the data derived from the S.T.E.P. revealed that there was a higher level of proficiency in science vocabulary than in the understanding of the concepts of science as derived from reading passages. (When the percent of accuracy is adjusted for the variation in the number of items in each part of the S.T.E.P., then the percent of accuracy was equal to 66.7%.) Students who were weak in vocabulary were also weak in comprehension of science concepts.

The information on Table 14 which contains the results of the McGraw-Hill Reading Test as it was applied to the Biology 1A course reveals that in Part I (Rate & Comprehension) 28 students (25.7% of the 109 data base) fell in the 0-32%ile band. It is now possible to evaluate the comparative proficiencies of each of the three competencies in reading, i.e., Rate and Comprehension, Skimming and Scanning, and Paragraph Comprehension with the final grades earned in courses.

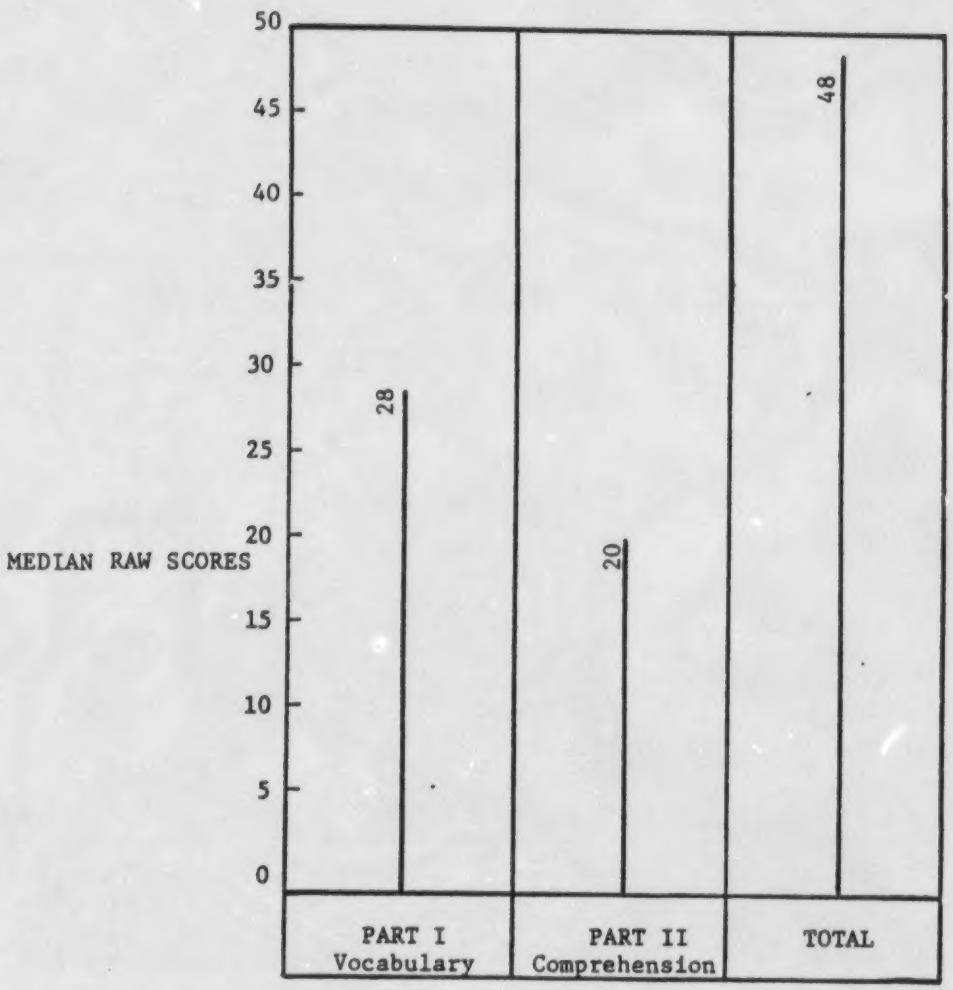
Major strengths in the upper percentiles were noticeable in the reading rate, comprehension and paragraph comprehension. The result of this research may well be used to counsel students into support courses such as reading or preparatory biology courses.

The correlation between levels of assessed competencies and course grades will be possible in the next research report.

TABLE 13

S.T.E.P. SCIENCE RESULTS FOR BIOLOGY COURSES

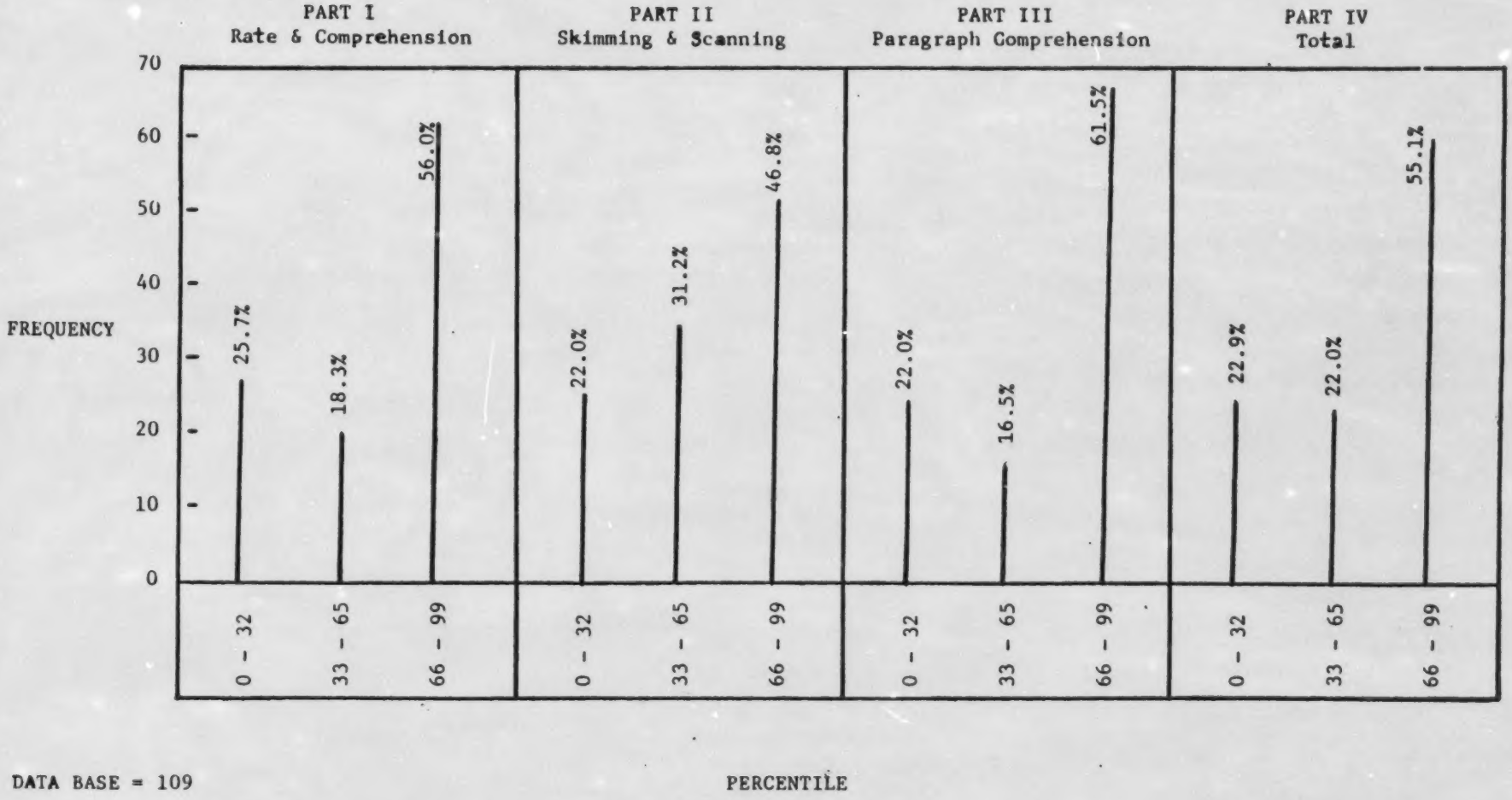
MEDIAN RAW SCORE OF VOCABULARY, COMPREHENSION, & TOTAL



DATA BASE = 117

TABLE 14

McGRAW HILL READING LEVELS FOR BIOLOGY 1A



DATA BASE = 109

ENGLISH DEPARTMENT: PLACEMENT CRITERIA CHANGES FOR 1983-84

The English Department adjusted the placement criteria as a result of the previous study of the effect of the English 57 Essay process which was discussed in the last research report. This action increased the reading competency level by up to 2 points and the English score by one point. If these changes had been in effect during the Spring 1983 semester, 43 students would have been moved from English 1A into the English 57 level, 27 students moved from English 57, and 34 put into the 56 course. The 55 course would have increased by 36 students. The potential effect on students can be found in Table 15A.

The changes in reading courses would have moved 10 students out of English 72 - 73 and 26 into English 70. This change seems to be justified by the information which is available regarding reading competency and academic success in the English composition and reading courses.

The statistical process which explains the effect of adjusting raw scores is found in Table 15B.

TABLE 15A

CHANGES IN PLACEMENT CRITERIA

70 - 55 (Concurrent)	70 55	71 56	72, 73, 74 57/60	1A
Reading				
Present 0----------31	32----------37	38----------50	51----------78	
Projected 0----------31	32----------39	40----------52	53----------78	
		1 point = 7%	1 point = 4%	
Actual Enrollment (F82)	121	183	127	
Potential Enrollment	651 →	← 926 →	← 2888	→
Actual Change	+26	-26 (-16) +10	-10	
Potential Change	+130	(+100) -130 +230	-230	
English				
Present 0 ←→ 40		41 ←→ 47	48 ←→ 54	55 ←→ 69
Projected 0 → 41		42 ←→ 48	49 ←→ 55	56 ←→ 69
		1 point = 14%	1 point = 14%	1 point = 7%
Actual Enrollment	← 267 →	← 258 →	← 499 →	← 618 →
Potential Enrollment ← 154 →	← 943 →	← 832 →	← 996 →	← 1400 →
Actual Change	+36	-36 (+34) +70	-70 (-27) +43	-43
Potential Change	+116	-116 (+23) +139	-139 (-41) +98	-98 Reading impact not possible to evaluate
Actual Change Combining reading & English	+62	+18	-37	-43

TABLE 15B

EVALUATION OF THE EFFECT OF PROPOSED CHANGES

ENGLISH:		55	56	57	1A
Current	0--31	32--40	41—47	48-54	55--up
Proposed	0--31	32--41	42--48	49--55	56--up
Change		+36	-36 (+34) +70	-70 (-27) +43	(-43)

READING:	(Actual)	70	71	72	
Current	0--31	32--37	38--50	51--up	
Proposed	0--31	32--38	39--51	52--up	
		+13	-13 +5		
Change			(5%-- -8)	(4%-- -5)	
Proposed	0--31	32--38	39--52	53--up	62
			-13 +10		
Change		+13	(2%-- -3)	(8%-- -10)	(no change)
Proposed	0--31	32--38	39--53	54--up	62
			-13 +15		
Change		+13	(1%-- +2)	(12%-- -15)	(no change)
Proposed	0--31	32--39	40--54	55--up	62
			-26 +20		
Change		+26	(3%-- -6)	(16%-- -20)	(no change)
Proposed	0--31	32--40	41--54	55--up	62
			-48 +20	-20	
Change		+48	(15%-- -28)	(no change)	(no change)
Proposed	0--31	32-41	42--54	55--up	62
			-51 +20	-20	
Change		+51	(17%-- -31)	(no change)	(no change)
Proposed	0-31	32--42	43--54	55--up	62
			-64 +20	-20	
Change		+64	(24%-- -44)	(no change)	(no change)

ANALYSIS OF MATHEMATICS ASSESSMENT

Arithmetic and Algebra II proficiency levels were evaluated since they are used in the assessment/placement process for most Occupational Technology

A total of 53.4% of the students who took the arithmetic test scored below the cut-off necessary for entry into most of the technology areas. (Table 16A) The impact of redirection and self-advisement activities cannot be evaluated at present, but such factors should be included in any overall evaluation of the effect of assessment on class size. This unknown will become part of subsequent research efforts.

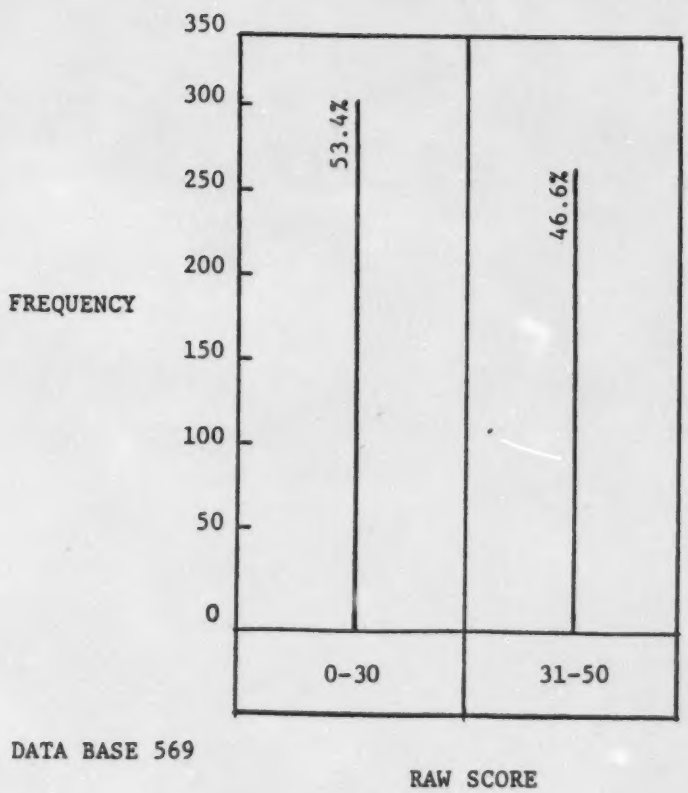
The Algebra II assessment activity revealed that 42.3% of the students had insufficient skills to enter Electronics 30. Subsequent research will be directed towards correlating algebra proficiency to academic success in the course. (Table 16B)

TABLE 16A

COOPERATIVE MATHEMATICS TEST - ARITHMETIC

FREQUENCY DISTRIBUTION OF STUDENTS
BY RAW SCORES

(0-30/31-50)



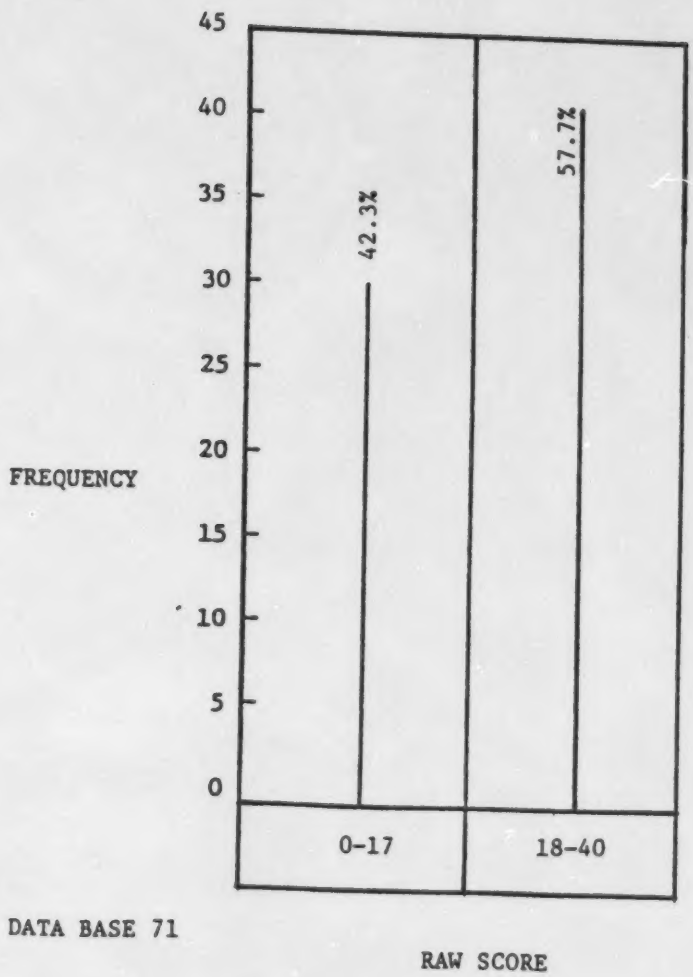
DATA BASE 569

TABLE 16B

COOPERATIVE MATHEMATICS TEST - ALGEBRA II

FREQUENCY DISTRIBUTION OF STUDENTS
BY RAW SCORES

(0-17/18-40)



DATA BASE 71

VOCATIONAL NURSING STUDY
FALL 1982

The Center undertook for the first time an analysis of the correlation between the results on the California Achievement Test and final course grades. The three components of the test, reading, mathematics, and language were compared to final grades in Vocational Nursing 52, 53, 60, and 70.

It was found that in the language portion of the test the level of success on course grades correlated with scores on the test. In every instance the degree of success in language skills was directly related to the highest score in this part of the test. In the case of one "NC" grade, the language score was equivalent to a high "C" grade.

Mathematic scores were a reliable predictor of student success when a significant data base is present. In most instances a higher mathematics score was needed to achieve a "B" over a "C" grade. This consistency was not found with the "A" grade where the data base consisted of only two students. The reliability factor in predicting success increases with a larger data base.

The reading scores are found in Table 17C. Again, a correlation could be made between higher reading scores and higher course grades. It seems that the "A" as well as the "NC" grades tend to skew this trend because of defects or limitations created by a small or inadequate data base.

Another phase in the research will be to examine the data base of the Vocational Nursing students to determine if similarities exist between student success rates and proficiency levels as determined by the TASK. Such studies are useful in evaluating the validity of the assessment/placement process used by the Licensed Vocational Nursing and Dental Assisting programs.

TABLE 17A

COMPARISON OF C.A.T.[1] LANGUAGE SCORES IN VOCATIONAL NURSING BY GRADES

	A	B	C	D	NC	INC	CP[5]
Vocational Nursing 52	66.0[4]	62.9	60.8	-	-	-	-
(24)[3]	(2)[2]	(18)	(4)	-	-	-	6
Vocational Nursing 53	66.0	63.5	60.0	-	-	-	-
(20)	(1)	(11)	(8)	-	-	-	5
Vocational Nursing 60	71.0	68.6	67.0	-	-	-	-
(11)	(1)	(7)	(3)	-	-	-	10
Vocational Nursing 70	69.0	66.0	61.3	-	64.0	-	-
(24)	(2)	(15)	(6)	-	(1)	-	15

[1]California Achievement Test, Form 19C.

[2]The enclosure in parentheses under each average score indicates the number of students who received that grade.

[3]Indicates total number assessed.

[4]Indicates <u>average</u> scores.

[5]CP stands for "Course Placement." This number indicates the students who were eligible for the course by waiver or were assessed when a different form was used.

TABLE 17B

COMPARISION OF C.A.T. MATHEMATICS SCORES IN VOCATIONAL NURSING BY GRADES

	A	B	C	D	NC	INC	CP[4]
Vocational Nursing 52	60.5[3]	60.7	59.3	-	-	-	-
(24)[2]	(2)[1]	(18)	(4)	-	-	-	6
Vocational Nursing 53	67.0	62.5	57.8	-	-	-	-
(20)	(1)	(11)	(8)	-	-	-	5
Vocational Nursing 60	56.0	63.4	60.7	-	-	-	-
(11)	(1)	(7)	(3)	-	-	-	10
Vocational Nursing 70	70.5	63.9	56.7	-	55.0	-	-
(24)	(2)	(15)	(6)	-	(1)	-	15

[1]The enclosure in parentheses under each average score indicates the number of students who received that grade.

[2]Indicates total number assessed.

[3]Indicates average scores.

[4]CP stands for "Course Placement." This number indicates the students who were eligible for the course by waiver or were assessed when a different form was used.

TABLE 17C

COMPARISON OF C.A.T. READING SCORES IN
VOCATIONAL NURSING BY GRADES

	A	B	C	D	NC	INC	CP[4]
Vocational Nursing 52	60.5[3]	61.4	58.0	-	-	-	-
(24)[2]	(2)[1]	(18)	(4)	-	-	-	6
Vocational Nursing 53	53.0	62.5	56.6	-	-	-	-
(20)	(1)	(11)	(8)	-	-	-	5
Vocational Nursing 60	62.0	64.9	65.3	-	-	-	-
(11)	(1)	(7)	(3)	-	-	-	10
Vocational Nursing 70	65.5	62.7	56.0	-	59.0	-	-
(24)	(2)	(15)	(6)	-	(1)	-	15

[1]The enclosure in parentheses under each average score indicates the number of students who received that grade.

[2]Indicates total number assessed.

[3]Indicates average scores.

[4]CP stands for "Course Placement." This number indicates the students who were eligible for the course by waiver or were assessed when a different form was used.

TEST OF ADULT BASIC EDUCATION SURVEY

The use of the Test of Adult Basic Education (T.A.B.E.) has been expanded in the English 71 and 72 (intermediate/advanced) reading courses by 129.4% when compared with usage in the previous report period.

The grade placement levels and frequencies as determined by the T.A.B.E. are presented in Table 18.

The T.A.B.E. and the Nelson Reading Test had a similar student data base - there were 250 students in the T.A.B.E. assessment base and 273 in the Nelson base. Student absences accounted for the difference.

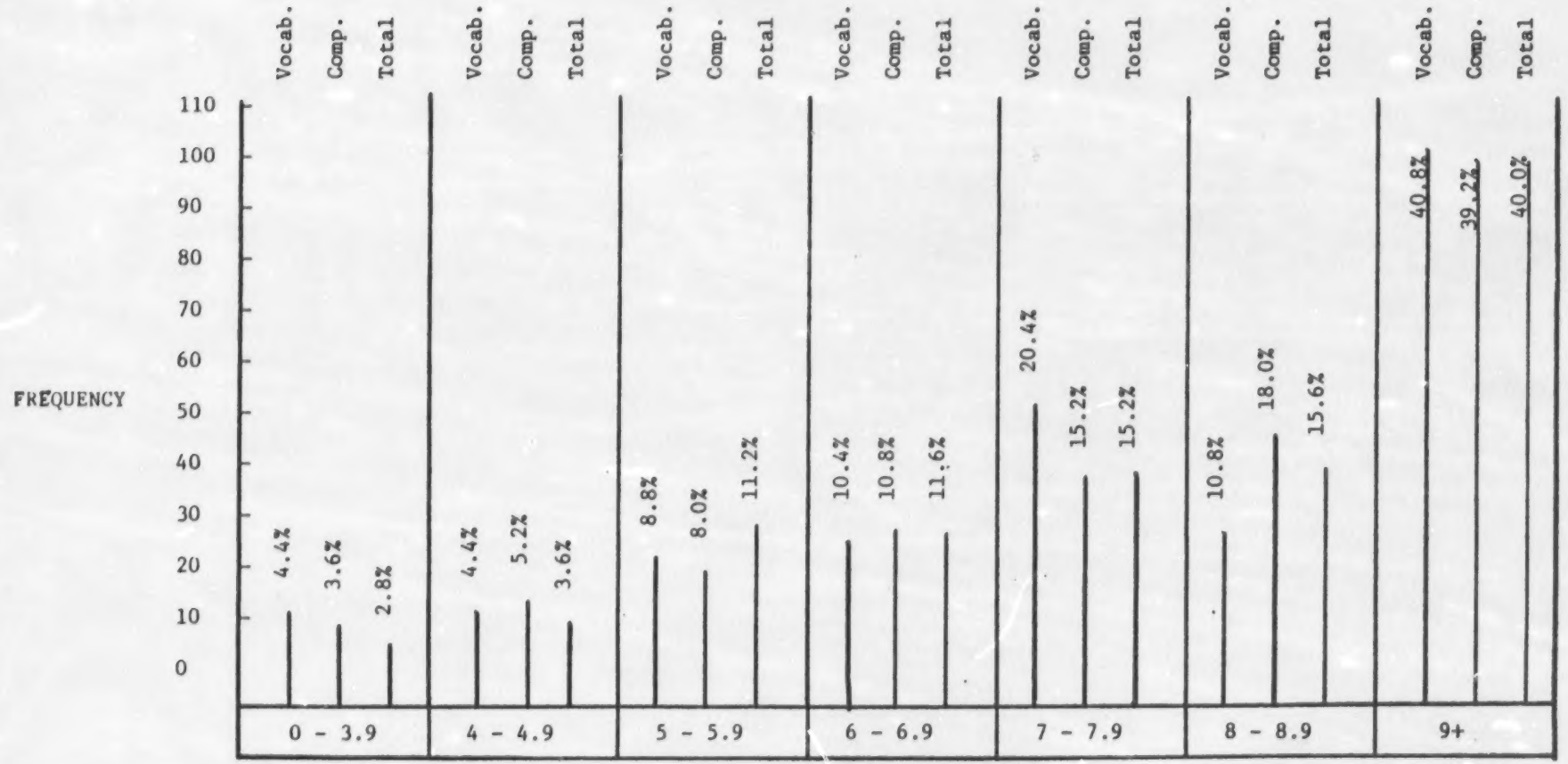
The percentages used in the grade level categories showed significant variations. The T.A.B.E. placed 29.2% of the students in proficiency levels less than a 6.9 grade level. The Nelson had 62.7% in this category.

As was found in the previous report period, there seems to be very little correlation between the T.A.B.E. and Nelson in grade competency levels. The T.A.B.E. seems to be more consistant with TASK placement. If the TASK is used for entry and exit, then another test similar to the TASK may be a more accurate measurement of student progress.

TABLE 18

T.A.B.E.

FREQUENCY DISTRIBUTION OF STUDENTS BY GRADE EQUIVALENT



DATA BASE = 250

GRADE EQUIVALENT

NELSON READING TEST PLACEMENT SURVEY

Research into the reading competency levels as indicated by the Nelson Reading Test has been increased. This expansion was effected in order to evaluate the accuracy of the initial placement of students into the English 70 (Basic Reading) program.

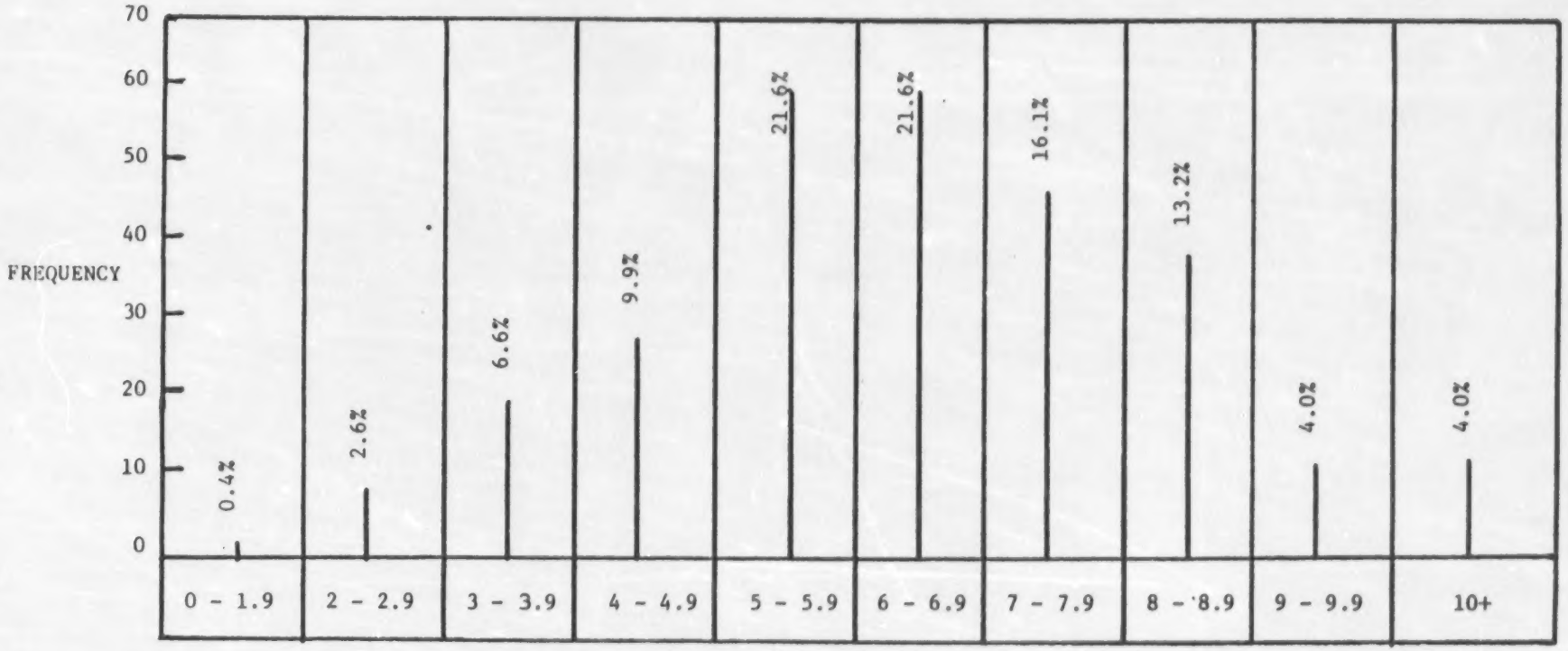
Only 4% of the students were reading at or above the 10+ grade level. (Table 19) Since the grade levels of the students who are directed into English 70 should have been below the 9th grade reading competency level, this would mean that 92% of the students in English 70 courses were properly placed by the TASK.

This finding supports the process of original course placement by utilization of the TASK. It does not seem to matter whether or not the Nelson or T.A.B.E. or TASK is used as all tests seem to be able to detect lower proficiency reading levels. The TASK and T.A.B.E. do go farther than the Nelson in detecting the student reading in the higher proficiency levels.

TABLE 19

NELSON READING TEST

FREQUENCY DISTRIBUTION OF STUDENTS BY GRADE EQUIVALENT



DATA BASE = 273

GRADE EQUIVALENT

NELSON-DENNY READING TEST PLACEMENT SURVEY

The Nelson-Denny Reading Test was used principally in the English 71-72 reading classes and an experimental Sociology 3 class.

It was found that 22.5% of the 271 students who were assessed should have been in English 70 (Basic Reading). This is especially significant when one considers that it takes a 10.5 reading competency level to achieve a "C" grade or better in English 71 (Intermediate Reading) level and a 12.3 reading grade level to achieve a "C" grade or better in English 72 (Advanced Reading). This information is based on statistics from the prior research period.

The statistics revealed that 33.6% of the students are almost certain to be required to repeat the reading class with still no assurance that credit is to be earned.

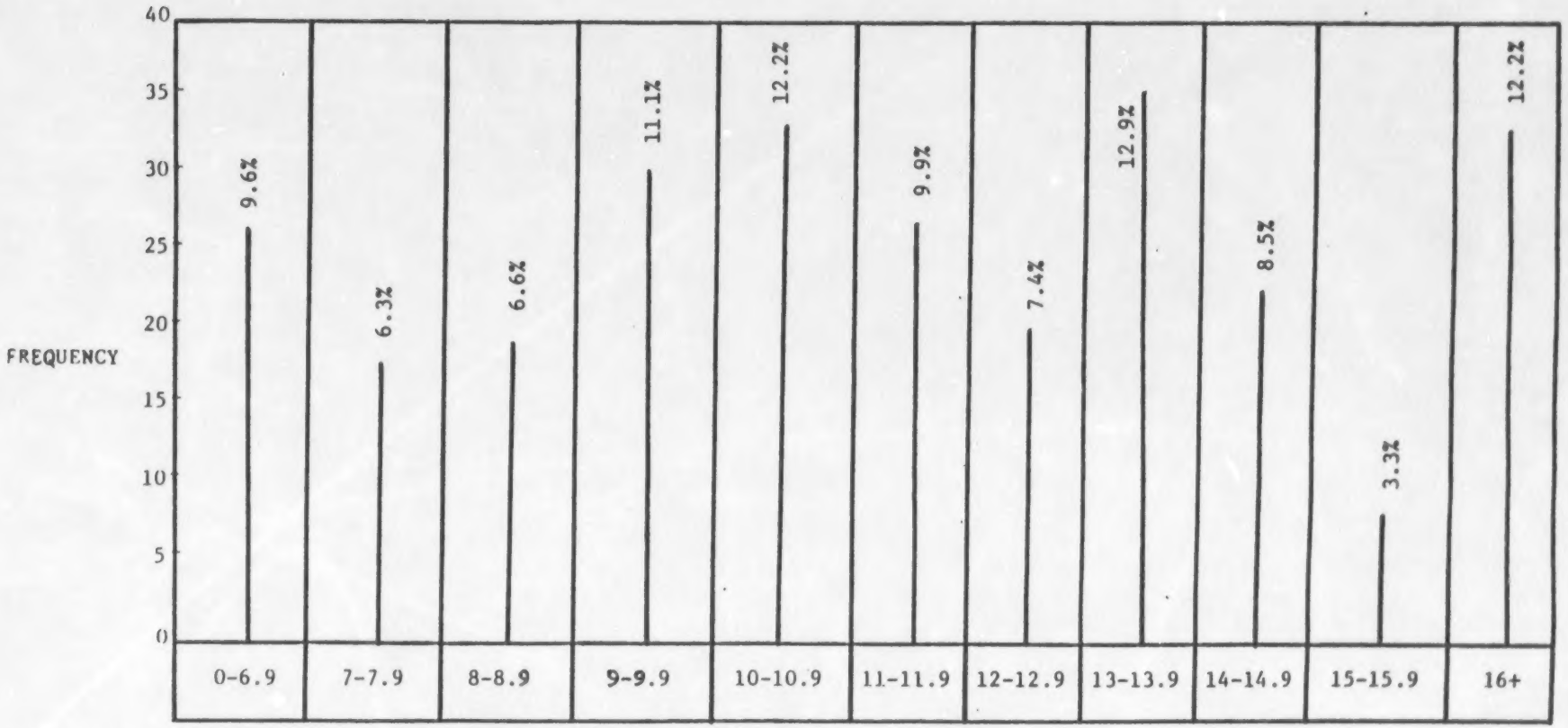
The 13th year or better graduation standards of reading proficiency will probably have a profound impact on students who are preparing for an Associate of Arts degree at the College. These students may have to take several learning skills courses before attaining a 13th year competency level in reading or composition.

A total of 63.1% of the students who entered in English 71 and 72 in Spring 1983 have attained this graduation proficiency at the end of the first semester. In English 70 classes, with a data base of 273 students, 100% were below the 13th year reading level at the end of the semester.

TABLE 20

NELSON-DENNY READING TEST

FREQUENCY DISTRIBUTION OF STUDENTS BY GRADE EQUIVALENT



DATA BASE = 271

GRADE EQUIVALENT

57

ENGLISH FOR SECOND LANGUAGE COURSE PLACEMENT BY MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

There has been a 47.7% reduction in the utilization of the Michigan Test of English Language Proficiency when compared to the previous report period.

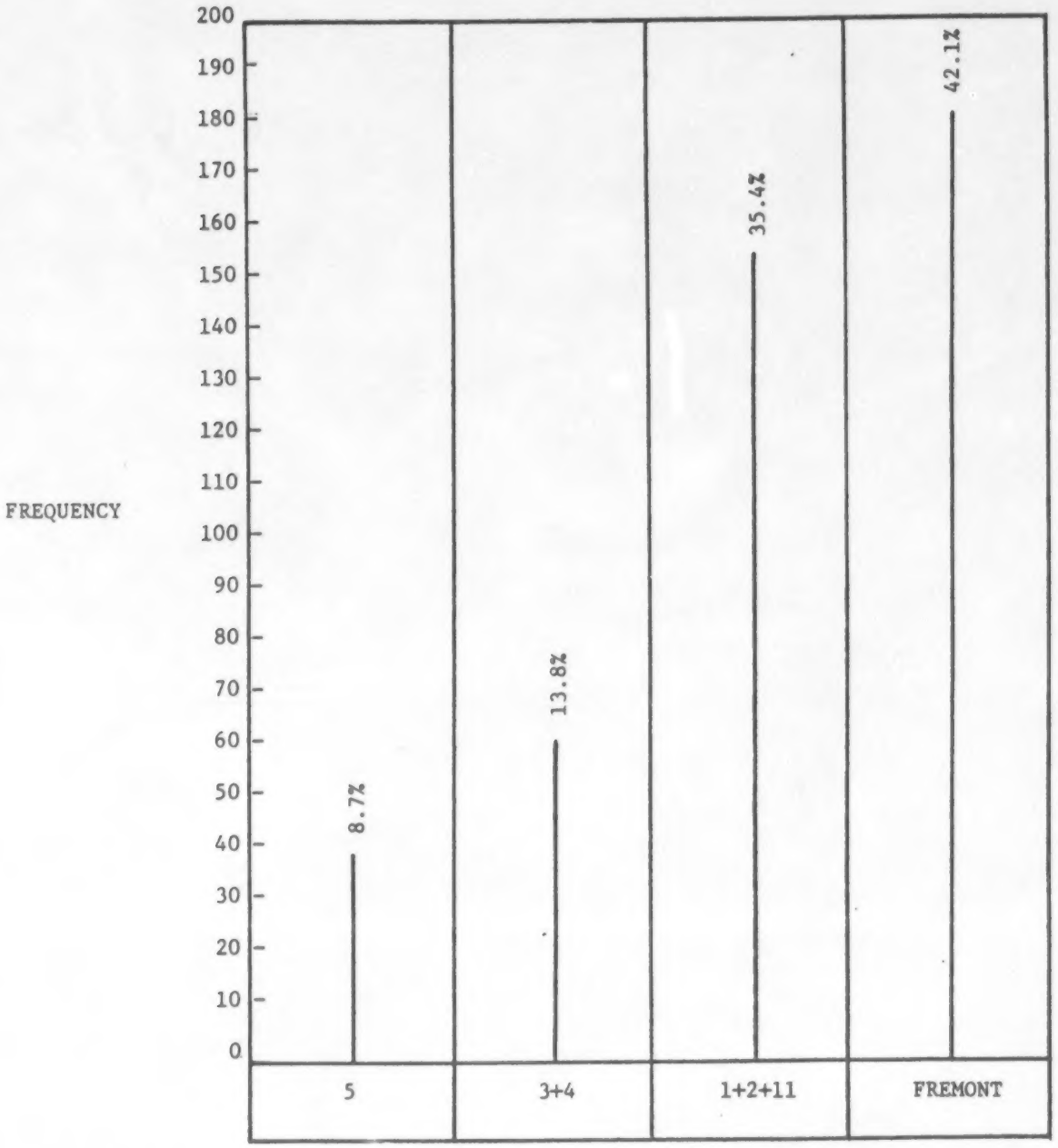
The results regarding course placement are shown on Table 21. A total of 42.1% of the students who took the test were redirected to Fremont. The balance (57.9%) were spread over the English for Second Language courses at the College.

While 38 students were eligible for E.S.L. 5, this number may be reduced because of the impact of an essay requirement by the E.S.L. Department. The need for the essay proficiency resulted from a lack of such a component in the Michigan. The student success rate in E.S.L. 5 has been influenced by increased academic standards and especially by the increased application of critical thinking concepts in the curriculum content of the course.

TABLE 21

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

FREQUENCY DISTRIBUTION OF COURSE PLACEMENT



DATA BASE = 435

SPANISH CHALLENGE RESEARCH

There has been little change in the actual number of Spanish Challenge examinations when compared to the previous report period (13 in the current period and 12 in the previous period). Expanded research for this period includes percentage of passing and not passing.

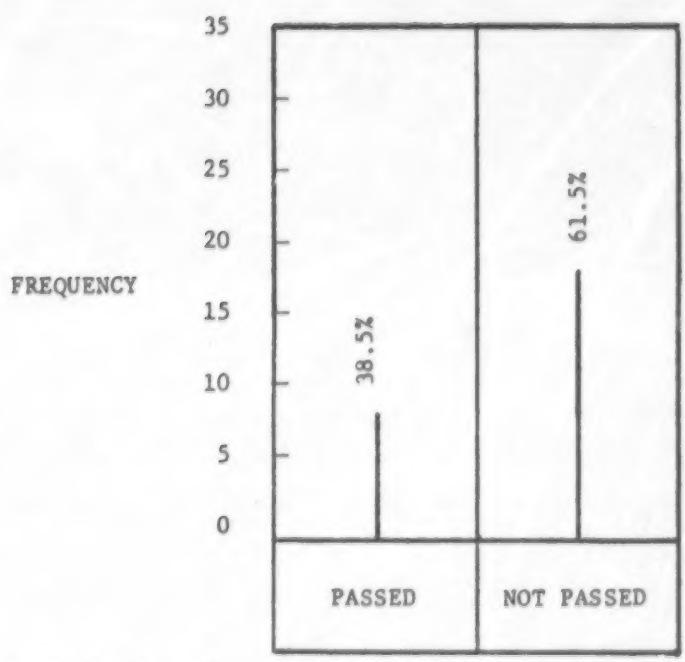
In addition, the research includes the activities related to Spanish class placement. There has been an increase in this activity from 12 in the previous period to 30 in the current period.

The Spanish and French Departments have agreed to have prior placement activities for the Fall 1983 classes. Therefore, the assessment in this area should increase in the future.

TABLE 22

SPANISH CHALLENGE

FREQUENCY DISTRIBUTION BY PASS/NOT PASSED

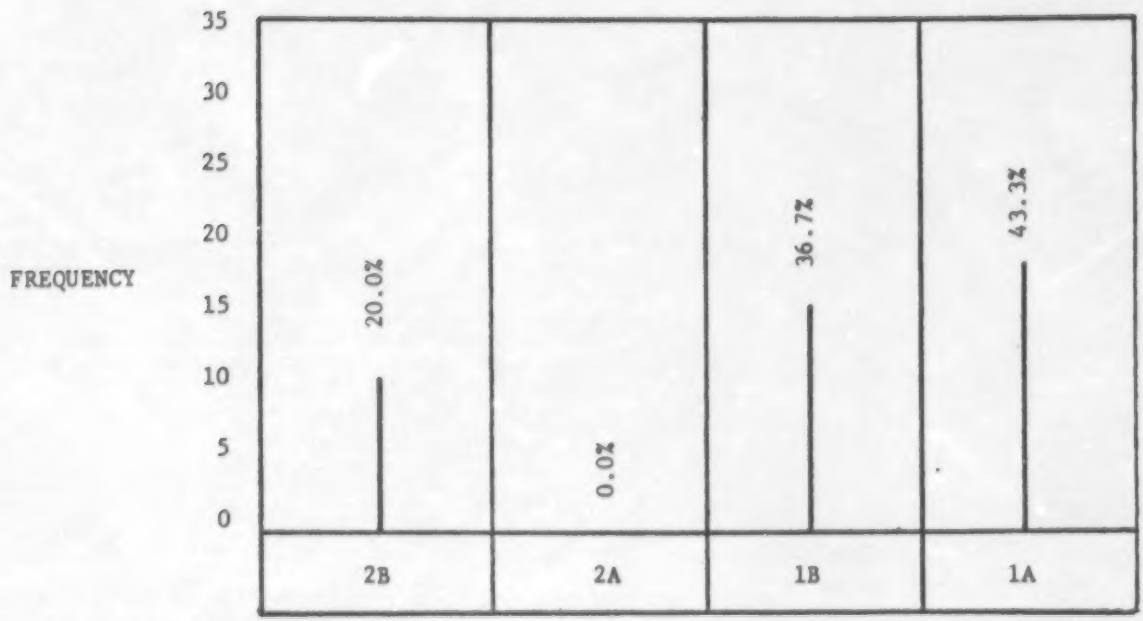


DATA BASE = 13

TABLE 23

SPANISH PLACEMENT

FREQUENCY DISTRIBUTION BY GOURSE PLACEMENT



DATA BASE = 30

WAIVERS - SPRING 1983

There were a total of 211 proficiency level waivers made during the Spring semester 1983. The nature of these waivers has changed because of the addition of other academic segments to the process. (Table 24)

Of the 66 students who received English 1A waivers, 20 were receiving satisfactory progress at the end of the 12th week, 16 were making unsatisfactory progress, and the balance had either dropped the course or never enrolled. The success rate increased to 30.3% from 27.9% when compared to the previous report period.

The next step in the research process will be to evaluate the academic "success" of students who were permitted to enter the other courses operating within the assessment/placement process.

Information concerning the recency factor should be available in the Fall 1983 research period.

TABLE 24

ANALYSIS OF REASONS FOR STUDENT WAIVERS

SPRING SEMESTER 1983

	ENGLISH						READING			E.S.L.			MATHEMATICS		
	1B	1A	57	56	55	53	72	71	70	5	3 & 4	1,2,& 11	Cal.	Alg.	Arith.
1. Took pre-requisite class at S.C.C.	15	11	4	4			1	10						6	3
2. Had SAT score above 500		5													
3. Had ACT score above 21		2													
4. Took qualifying test at another college		16	2	3	5		4	3	2	1					
5. Took pre-requisite class at another college	16	29	10	4		2	2	9			1			2	11
6. Had degree from S.C.C.								1							1
7. Had degree from another college								3							2
8. Had TOEFL score		2								8	3	1			
9. Certified by outside agency								1							1
10. Instructor approval		1	1				1				1	1			
TOTAL: (211)	31	66	17	11	5	2	8	27	2	9	5	2		8	18

TABLE 25

ENGLISH 1A PLACEMENT WAIVERS
SPRING 1983

ANALYSIS OF STUDENTS RECEIVING WAIVERS FOR ENGLISH 1A FOR SPRING 1983

	NUMBER
Number waived but never enrolled	23
Number enrolled but dropped before the end of 12th week	7
Number still enrolled but making unsatisfactory progress at end of 12th week	16
Number enrolled and making satisfactory progress at end of 12th week	20
TOTAL	66

ADDENDUM

THE ASSESSMENT/PLACEMENT PROCESS

There has been a degree of concern raised over the existing assessment/placement process. Many feel that the utilization of one instrument is not sufficient to achieve the desired goal of placing students in courses where some degree of academic success can be achieved. This concern is quite valid.

The heterogeneous nature of student abilities in high school classes has almost nullified the value of the transcripts. Student transcripts in many instances reflect grades earned in lower competency level classes. An "A" grade is meaningless if classes do not present an academic challenge to the student. The problem is that a grade often is earned in a class which does not reflect a high level of academic proficiency. This is true whether the grade is awarded in a high school class or a college course.

Grade inflation has been a factor for several years. The effectiveness of our waiver system is a good example. The success rate for students who have assessment waived is far below the success rate achieved by the students who are assessed and placed by our existing assessment/placement process. The fact that students have completed an English 1A preparatory course with a satisfactory grade at another collegiate institution does not mean that the student is prepared to take the English 1A course at Sacramento City College.

The assessment/placement process now in place at Sacramento City College is quite elaborate. Original assessment and placement which is accomplished by utilizing the Stanford Test of Academic Skills (TASK) is only the primary step in the process. Over two-thirds of the assessment conducted by the Center is diagnostic.

The English 55 & 56 students after being placed by TASK are then assessed for specific diagnostic competencies; such as, subject and objects, who vs. whom, pronoun agreement, adjectives and adverbs, etc. Teachers utilize diagnostic instruments such as the Norton Diagnostic Test and the Practical English Handbook Test. Approximately a week and a half of course time is devoted to this process so that a competency profile can be created for each student before instruction actually begins. The prescriptive potential of assessment is then effected.

An important component of this process is the continuing evaluation of the original placement. If the instructor has doubts about the accuracy of the

original placement, it is not unusual for the Center to be contacted. The instructor utilizes whatever objective information is available to recommend the final course placement(s) for students.

Another facet of the process, which is used quite often, is to recommend a retest of the TASK. Students are permitted to take the TASK twice every six months. It has been found that this process nullifies the effect of test anxiety as well as negating the effect of physical problems such as illness, headaches, etc. Students may use TASK scores to change courses or accept recommended course placement by faculty.

In English 57, the preparatory course for 1A, there is an entry essay given in each course. This is in addition to the TASK. The movement of students up or down the English proficiency ladder of courses takes place during the first week in English 57. Again, teacher recommendation is the determining factor in final course placement.

English 1A has an even more comprehensive placement process. There is the original placement by the TASK. Not only is a preliminary essay given to all 1A students, but diagnostic instruments are administered by each instructor. Examples of these tests can be found on page 5 of this report. One such example is the English Tactics Examination.

In several sections of English 1A the Individualized English Test has been used to assess for specific competencies in areas such as, the use of commas, periods, capitalization, the semi-colon, etc.

The reading courses also have a diagnostic assessment system. After initial placement by the TASK, the students in the English 70 (basic) reading course are given the Nelson Reading Test which measures the ability of students to comprehend what is read, vocabulary proficiency levels, and reading rate levels. The Nelson-Denny Reading Test is administered and serves as a check on the accuracy of assessment and placement. The Prescriptive Reading Inventory, which provides information relevant to specific reading competencies, is also given to fill a need for further diagnostic information. A reading proficiency profile results.

The English 71 (intermediate) and 72 (advanced) reading courses utilize the Nelson-Denny Reading Test, the Test of Adult Basic Education (T.A.B.E.), the McGraw-Hill Reading Test, the E.D.L. Word Clues Test, etc. Every effort is made to reflect correct course placement.

As mentioned earlier, the process is elaborate and thorough. The end

result is to place students in courses where they can succeed. Retention figures have proven the process to be quite effective.

No student has been forced to accept movement but will usually accept course recommendations when changes are based on the objectivity of assessment and professional judgment.

THE STUDENT INFORMATIONAL DATA SHEET

Several colleges including Sacramento City College have devised student information sheets as part of the assessment programs. This is a typical reaction to the rapidly changing needs which seem to evolve when there is an assessment/placement process which is sensitive to student needs.

The Center in conjuction with Counseling and the Career Center is preparing a computerized comprehensive Student Informational Data Sheet which will have multiple purposes. While it will supply information which can be incorporated into the students' orientation program and eventually could become part of the students' educational planning file, it will also be a header sheet for all the reading tests, the California Achievement Test, and the Stanford Test of Academic Skills. This will permit the Center to create by computer many of the lists and much of the placement information which is now done by clerical help.

Some of the information which is to be included in the data sheet will be: name, address, zip code, telephone number, social security number, age, sex, ethnic information, veteran status, foreign language use, high school last attended, recency of education, choice of night or day courses, number of years of education, amount of education planned, employment hours planned, number of years of English and mathematics, interest in campus activities, reason for attending college, enrollment plans in district colleges, areas where help may be needed, planned majors, type of tests which the student has taken or is taking, etc.

The coding system which is to be used will come from the Application for Admission, but, unlike the Application for Admission, processing will be accomplished immediately by the computer. Part of this process will elicit the needed responses about high schools which were last attended by the student as well as the code of the students' planned major. The information about the high schools will supply the data base needed for reporting success rates of students back to the high school last attended. This process will be similar in

nature to the process now in effect at the University of California and and State Universities.

There is a need to expand services to students who do not meet the cut-off scores for initial placement into the Occupational Technology majors. In many instances these students do not redirect themselves into the support courses needed before mainstreaming. Immediate academic advisement is critical because needed academic support courses are in place at the College.

This procedure will give each student a print-out at the time when assessment is completed. This profile will explain the information on the data sheet in a way that the student can understand it. In addition, it will present assessment scores by using a proficiency profile adapted from the one now in use and will then list the recommended course placement(s). This must be accomplished on an immediate turn around basis if it is to be effective.

Since this process will be accomplished before the orientation appointment, the student will have an opportunity to reevaluate his original decisions by using an academic profile of competencies before registration. This process should help the student make more accurate academic decisions and therefore increase his chances for success.

THE EXPANSION OF DIAGNOSTIC ASSESSMENT

Diagnostic assessment must be expanded. At present, the principle diagnostic inventories are the T.A.B.E. (Test of Adult Basic Education), the Individualized English Test, the Prescriptive Reading Inventory, and the Cooperative Mathematics Series.

Counseling has requested the Center to implement a diagnostic format for the California Achievement Test which is used in the Licensed Vocational Nursing and Dental Assisting Programs.

At present all that can be done for the L.V.N. and Dental Assisting student is to state that scores were or were not high enough to qualify for the program(s). The diagnostic component would permit counseling and the L.V.N. Department to direct students into the courses where specifically defined academic deficiencies can be corrected in an organized and efficient process. This profile should be in place for the Spring 1984 semester since the software will be written during the Summer, 1983.

The changes in assessment needs and usage are rapid and necessary. The needs are seemingly insatiable and what is adequate today may not be adequate for tomorrow, but if we are to continue to be a viable part of the educational process then the changing needs of students and the professionals who serve them must be met.

ERIC Clearinghouse for Junior Colleges AUG 12 1983